

Educ.

# Sierra



## EDUCATIONAL NEWS

### A Letter From Walter Bachrodt

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President  
Chief Deputy Superintendent  
San Francisco Public Schools

ROY W. CLOUD  
State Executive Secretary  
660 Market Street  
San Francisco, 4

CALIFORNIA TEACHERS ASSOCIATION  
660 MARKET STREET • Telephone GARfield 0175  
SAN FRANCISCO, 4

TO THE TEACHERS OF CALIFORNIA

Dear Friends:

The people of the State of California have given the schools a great vote of confidence. Proposition 9 received more than a half-a-million majority on November 7. The people have told us that they believe in us. The vote on Number 9 not only means more money but is a vote of appreciation for the work that the schools are doing.

As one of our co-workers, you know that campaigns like the one we put on for Number 9 don't just happen. They are organized, they are directed, and they cost money.

We believe in teacher organizations of all kinds, whether it is a group of five teachers meeting together to discuss the affairs of a youngster, or thousands of teachers meeting under a central banner. Teacher organizations of all kinds are very important, but when we do big things we need one big central organization. We need one great big directing force and that is our California Teachers Association.

The schools could not have carried Number 9 without the CTA. The CTA—our big Statewide organization—was ready. We spent their money to print the petitions which had to be printed immediately. We spent their money to gather together our working committees. The whole organization was there to put into operation our effective campaign. We need the CTA as the over-all director of our big school projects.

If we sometimes disagree with the CTA let's correct it from within but let us always have the power that comes from united effort.

I am asking every teacher in California to become a part of the California Teachers Association, to help support this organization that makes possible big dynamic moves. By all means keep your contacts in your other teacher organizations, but let's make the CTA stronger and better.

Yours for better schools,

*Walter L. Bachrodt*  
Chairman of Committee for Number 9

here are 38,500 copies of this issue . . . JANUARY 1945

**CALIFORNIA TEACHERS ASSOCIATION**

# "The Reader's Digest Is In An Especially Unique Position . . .



*The beautiful State Capitol at Lincoln, Nebraska*

because of its wide use in the schools to play an important part in strengthening the walls of democracy."

*Dr. Wayne O. Reed,*

*State Superintendent of Public Instruction, Lincoln, Nebraska*

"I FIRMLY BELIEVE," Dr. Reed's letter also states, "that the schools of the United States must stress, as never before, the importance of the principles of good citizenship. Our youth must have an understanding of and an abiding faith in the past, present, and future of our country."

"Teachers have a tremendous responsibility and opportunity for developing a citizenry skilled in the ways of democracy, disposed to live by democratic ideals, and determined that men everywhere shall be free."

## ***Wins First Choice As Aid to Better Citizenship***

Dr. Reed's opinion of the influence of *The Reader's Digest* in helping to "strengthen the walls of democracy" is shared by many other school people.

For example, in a nationwide survey recently conducted by Dr. Gallup and his organization (among thousands of teachers, P. T. A. officers, and parents) one of the questions asked was: "Which one of these magazines, regularly distributed to

high school students, do you think serves best in helping high school boys and girls to become better American citizens?"

TEN magazines were listed. *The Reader's Digest* easily won first preference — by a percentage so large that it exceeded the total vote for all three of the magazines that were next highest in the voting!

## ***Obtainable From No Other Magazine***

The Educational Edition of *The Reader's Digest* contains supplementary educational material and a special 16-page insert of reading and vocabulary exercises that provide a highly important and useful service which can be obtained from no other magazine.

Copies of *The Reader's Digest* containing this special service are being supplied to 70,000 classrooms throughout the country.

We hope that it soon will be possible to increase the scope of this service; but these plans must rest until paper again becomes available and permits acceptance of new orders.

## **"HELPS TO PREPARE OUR YOUTH"**

"One of the first and primary duties of the American school system is to teach American citizenship. I feel that the School Edition of *The Reader's Digest* should be classed among the valuable mediums available for aiding this important function of education.

"It presents so many of the different facets of our republican form of government in action that it helps to prepare our youth for civic responsibilities."

DR. VERNON L. NICKELL  
*State Supt. of Public Instruction*  
Springfield, Illinois

## EDUCATIONAL DEPARTMENT

# The Reader's Digest

353 Fourth Avenue, New York 10, N. Y.



## SIERRA EDUCATIONAL NEWS

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# TRAVEL SECTION



## CALIFORNIA HISTORY

CALIFORNIA'S ROADS TO ROMANCE ASSOCIATION. GOLDEN STATE NOW MARKING HISTORIC SITES FOR POST-WAR TOURISTS . . . STATE HISTORIC MONUMENTS

**R**oads to Romance Association of California\* is marking historic sites for post-war tourists. The Association has completed the mapping of 6 counties of Southern California to reproduce the actual route of Juan Bautista de Anza when he came overland from Mexico to the Pacific Coast, points out the travelers cheque survey bureau of American Express.

It is promoting the building of a bridle-trail from the mountains to the sea, and down into Old Mexico. From the first marker erected by the Los Angeles County Committee, on the site of the Battle of Rio San Gabriel, the Golden State, in addition to its State Historical Parks, has many strictly Historic Monuments.

Monterey, once capital of California under Spanish, Mexican and American Flags, holds three unusual monuments, 1. Old Custom House houses the oldest government building in California started in 1814 by the Spaniards. 2. First Theatre commemorates the early days of theatrical life and contains many exhibits, including the

wooden curtains typical of the mining-camp shows. 3. Junipero Serra Landing Place marks the landing-place of Sebastian Viz-

caino's exploring party of 1602, and Father Junipero Serra, founder of California's chain of Missions in 1770.

Marshall Monument, near Placerville, contains the original cabin of John W. Marshall, who discovered the first gold in California on January 24, 1848. Pio Pico Hacienda Monument, in Los Angeles County, preserves the Mansion Home and grounds of Pio Pico, last Mexican Governor of California. Throughout the State, historic scenes are to be marked by the Roads to Romance Association.

\* \* \*

Lawrence E. Chenoweth, of Santa Barbara College faculty, informs us that Ensign Joe Deverian, returned to the campus from combat duty in the Pacific, reports soon to Norfolk, Va., for reassignment. While a student at Santa Barbara, Mr. Deverian was president of California Student-Teachers Association.

*In the Valaisan Alps in Switzerland the bells of tiny churches, almost buried under the snow, ring out the Old year. Photo Gilbert Meylan. Plate courtesy of Official Information Bureau of Switzerland.*



\* David Olmsted, manager, Long Beach Convention and Tourist Bureau.

Western Wild Life is by Miss Allen Chaffee, resident of San Francisco and graduate of Wellesley and Columbia University, who has written many books for boys and girls. Her stories have appeared in leading children's magazines.

Caxton Printers, of Caldwell, Idaho, have published Miss Chaffee's latest book entitled Western Wild Life. It contains interesting stories of the animals of the mountains, shores and rivers, and plains of the West. All the stories are told in an interesting manner that will keep the attention of boys and girls in the elementary grades. Price, \$2.50.



## Western Products

**P**RODUCTS the West Can Produce and Advertising's Part in Marketing Them, is a valuable illustrated monograph of 140 pages, prepared by Pacific Advertising Association Market Study Committee, David E. Faville, chairman, October 1944; price \$2.05; address Charles W. Collier, Managing Director, PAA, 337 Monadnock Building, San Francisco 5.

The sweeping changes which the war has made and is making in Western industries, populations, and incomes, led PAA to sponsor the 1943 market study, entitled *How War Is Changing Pacific Area Markets*. The immediate success of this work and the obvious need for a follow-up has led the Association to sponsor this second study dealing with products that can best be produced in the far Western States, the potential local, national and international markets for these products, and a consideration of the part which advertising can play in their distribution.

Dr. Faville, professor of marketing, Stanford University Graduate School of Business, and his large committee, have done a very useful and comprehensive work in this authoritative report.

\* \* \*

### Fold-O-Globe

**L**EE A. WALLACE of Hollywood is exclusive distributor for Fold-O-Globe, a unique map of the world, copyrighted in 1942 by Gerald A. Eddy. Address Mr. Wallace at Box 2022, Hollywood 28. Retail price 25c each; price to schools \$10 per gross f.o.b. Los Angeles.

Mr. Wallace states that he has had countless orders from various schools, with many complimentary remarks as to the value of this remarkable folding-globe in geography classes.

\* \* \*

Pasadena School Reporter, official weekly bulletin of the superintendent of schools, Dr. John A. Sexson, is a helpful periodical initiated in September 1944. Essential for the efficient transaction of the business necessary to contact the schools, it comprises concise materials of current importance. For a sample copy address Courtenay Monsen, secretary, 320 East Walnut Street, Pasadena 4.



## A New Booklet

For Wartime Homemakers on the  
Care and Use of Lighting Equipment

Americans on the home front are serving by saving tin cans, fats, paper, gasoline and tires—everything Uncle Sam needs for Victory.

But the need to conserve on so many things is apt to make you cut down on everything, blindly, without first stopping to think. Saving light at the expense of sight, for example, is the most dangerous thing you could do, especially if in your home there are growing boys and girls.

Happily, you can provide good light in defense of good eyes and still live up to your consumer pledge: "... I will take good care of the things I have. I will waste nothing."

The new booklet, "How to Get More Light for Your Money," with its 16 pages of Victory ideas, tells how to conserve light while providing better "see-ability." Send for your free copy today.

## NORTHERN CALIFORNIA ELECTRICAL BUREAU

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Please send me your free booklet, "How to Get More Light for Your Money."

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City..... State.....

## Mato Tepee

**T**HROUGH the courtesy of Wyoming Education News we are privileged to reproduce herewith a beautiful picture of Devil's Tower, famous landmark in Wyoming.

Known to Sioux Indians as Mato Tepee, this striking hill, composed of prismatic columnar phonolite, originally was a huge lava blister or laccolith, under deep overlying layers of sandstone and limestone. Throughout millions of years, erosion removed all of the overlying beds. The remaining structure now stands 867 feet above the foothills upon which it rests on the bank of Belle Fourche River, a tributary of the Missouri. Looking like the giant stump of one of our gigantic California trees, the diameter at the base of the Tower is about 1,000 feet.

Mato Tepee is the first U. S. National Monument (1906, President Theodore Roosevelt) and is in Wyoming, as is the first U. S. National Park, namely the Yellowstone (1872, President Grant).

Hollis P. Allen, formerly member of the administrative staff, San Bernardino City Schools and later head of the department of education at Claremont Colleges, is now a Major in the U. S. Army and is serving somewhere in the Pacific. Major Allen is widely-known in California school circles and nationally.

\* \* \*

## The Biggest Cross

*Nature's dazzling white cross, seen from a distance of 40 miles, acquaints the visitor with Holy Cross National Monument in Colorado*

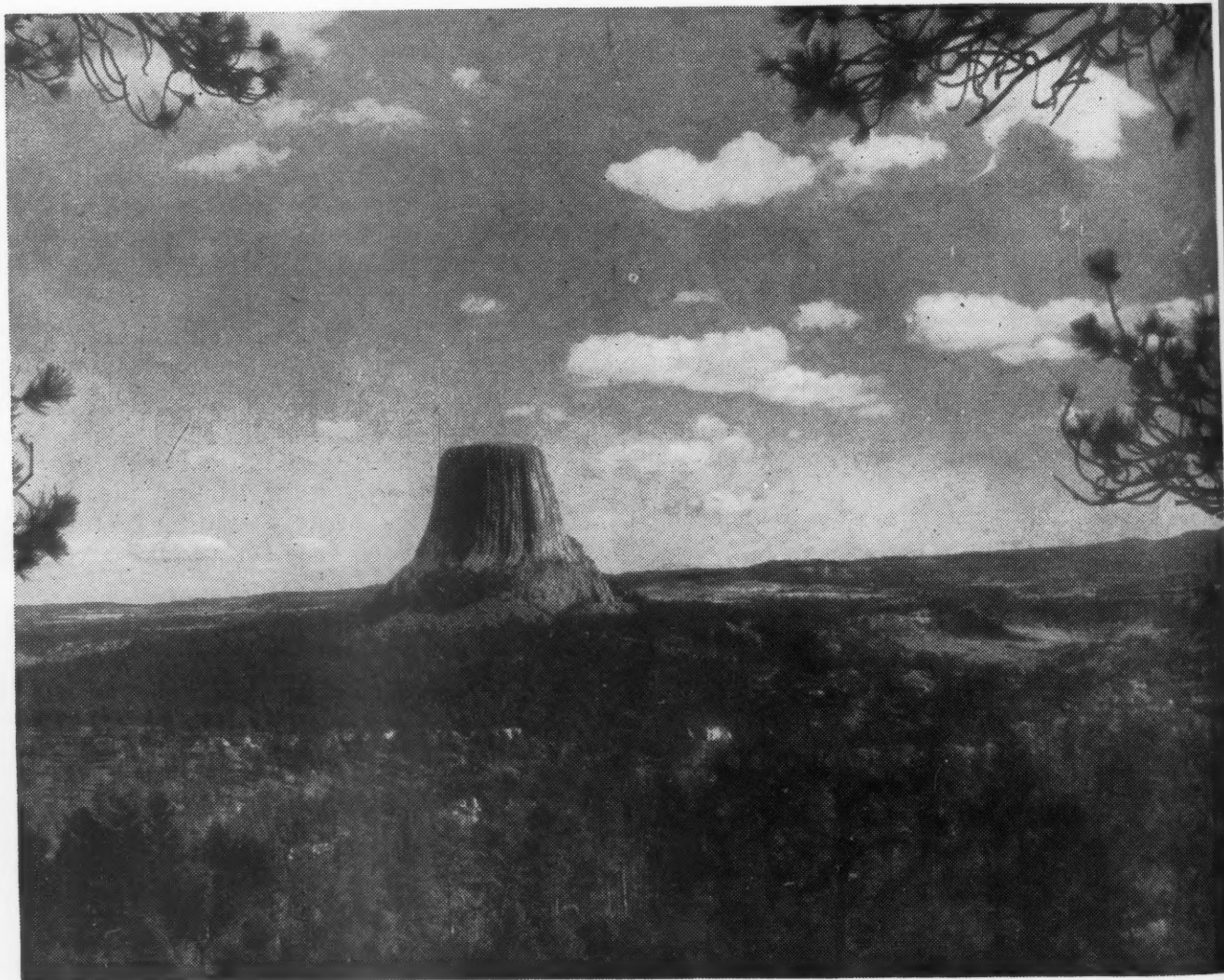
**S**EEN from a distance of more than 40 miles is the biggest cross in North America, a dazzling white spectacle made of snow which never melts entirely away. Covering 1,392 acres is Holy Cross National Monu-

ment of Colorado, situated within the boundaries of Holy Cross National Forest of 1,080,352 acres, points out the travelers cheque survey bureau of American Express in its series on American Wonderlands.

Following the Shrine Pass Highway from Red Cliff, you travel for 7 miles before reaching the base of The Shrine, from which vantage point you view the famous Mount of the Holy Cross. "Before the visitor is one of Nature's greatest spectacles," states Douglas Malcolm of the Company.

Spreading high on the rocky slopes is the great cross, formed by two giant snow-filled crevices. It extends nearly to the top of the mountain and faces full east. The upright axis is over 1,500 feet long and is perfectly balanced by the horizontal crevices, 50-100 feet deep, with proportional width, forming a huge cross. The Monument is under jurisdiction of National Park Service and is directed from Rocky Mountain National Park at Estes Park.

*Here is a very fine panorama view of Mato Tepee, the so-called Devil's Tower, in northeastern Wyoming. Photo courtesy Bell Photo, Rapid City, South Dakota. Plate courtesy Wyoming Education News; O. C. Kerney, editor.*





## Lucrezia Denton

Los Angeles Junior High School Teacher  
Becomes Internationally-Known WAC

**F**ROM Rotterdam to Hongkong, many of the areas of the present war are familiar ground to a Wac who



Pvt. Lucrezia Denton, of Los Angeles,  
Womens Army Corps. Official  
WAC Photo

received her basic training at First WAC Training Center, Fort Des Moines, Iowa.\*

Pvt. Lucrezia Denton, of Camrose Drive, Los Angeles, has had an inside view of the Orient and war-torn Europe which is a good enough reason, in her opinion, for wearing the uniform of the Women's Army Corps.

For 19 years, Private Denton had been a teacher in the Los Angeles high school system, and member of California Teachers Association, with summers devoted to travel. As a teacher, she had the distinction of receiving a notice in Time magazine when Eleanor Roosevelt visited her experimental class at McKinley Junior High School. It was a class in Family Arts, in which her students worked with underprivileged nursery-school children. When the opportunity came to use her experience and training in the Army Medical Corps, Miss Denton enlisted.

"It seemed I could best serve my

\* Private Denton continued her training for work with the Medical Department of the Army at School for Personnel Services, Lexington, Virginia, where she took the Educational Reconditioning course. Assignment to an Army hospital followed.

country by teaching in the Army," she said. "Also, having had the opportunity of seeing so much of the world, I felt I had a kind of personal debt to pay off to my friends in other countries. So here I am, and very glad of it."

It was in 1936, the summer prior to Japan's attack on China, that Private Denton went to the Orient. Her aunt had been a missionary in Japan since 1881 and introduced her niece to the country and its people. But, according to Private Denton, she came away still puzzled by the inexplicable contradictions of the Nipponese.

"First of all," she said, "the country is unimaginably beautiful. Never shall I forget the vision of the Inland Sea! And everywhere you travel, vistas open before you that simply knock your breath out. You hear a lot about the modernity of Japan. They do have wonderful railroads that run on time to the split second. In fact, as you travel you can look in your little guidebook, and if it says at 2:07 you will pass such and such a shrine, you can be sure to see it if you look out your window at 2:07."

Japan impresses the visitor, on first sight, with its cleanliness. The community character of Japanese bathing is something, according to Private Denton, that few outsiders can ever get used to.

After visiting the palace at Kyoto, with its famous "nightingale floor" which sings as one walks on it so, it is said, the emperor can never be approached without warning, Private Denton went on to Shanghai, where her scale-of-living was spoiled forever by having a serving-boy behind each chair at meals. Via Hongkong, she sailed to the Philippines.

"Most Americans in Manila," she said, "lived on the 6th floor or above to get away from the mosquitos. They were frightful—you walked through swarms of them wherever you went. But to counterbalance this, huge bunches of orchids sold on the streets for 15 cents. In the light of later events, though, it was the mosquitos I remembered, rather than the orchids."

**W**ITH what she confesses is a genius for being in a particular place a year before the outbreak of war, Private Denton was in Europe at the time of the Munich crisis. The ship on which they were scheduled to sail for home left 10 days ahead of time, and she and others were stranded without a cent in Rotterdam.

"We could get no refund at first," Private Denton said, "but after I threatened to raise a row through the consul, they did give us our passage money. Then there were no reservations. For days we had only one meal a day—which came with our hotel room—and spent the rest of the time wearing a path in the rug. I'll never forget

that hotel. Two years later, I saw a picture of it in Life! it was a mass of rubble from the Nazi terror-bombing."

There is, says Private Denton, a lot she won't forget of that summer, chiefly the people of the Nazi-oppressed countries from Norway to France, who treated her like a friend.

"If I can help, in however small a way, to restore the life they so kindly let me share 6 years ago, I shall be happy," she said. "There is also the memory of my cousin who was killed in action. Any of this, and all of it, is what being a Wac means to me."

\* \* \*

## Films on Sports

**T**EACHERS searching for good teaching films on sports should obtain the new list of educational films on sports published in Film News, a monthly periodical of Educational Film Library Association, 45 Rockefeller Plaza, New York City 20; price 25c.

This list was prepared by Frederica Bernhard of University of California, Berkeley, chairman of visual aids committee of National Section on Women's Athletics. She also reports that 3 films,—softball, tennis, archery, 1 reel each, are available at Photo and Sound, 153 Kearny Street, San Francisco, and Bell & Howell Company, Hollywood.



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largest hotel . . . enjoy an  
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of the Stars" . . . a matinee  
in the famous Rendezvous.

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LOS ANGELES



## NEW YEAR'S MESSAGE FROM JOHN F. BRADY

*President of California Teachers Association*

**A** NEW YEAR is at hand and it is appropriate that a message of good cheer should be offered. Accordingly, I extend to the teachers of California sincere best wishes for a year filled with all possible blessings and hasten to accompany these well wishes with a word of caution.

All of us are weary unto death of these days of war through which the world is passing and eagerly do we await the day of deliverance. 1945 gives promise of bringing some measure of relief.

It is not unreasonable to hope that the European phase of the great war will have ended, but we must not, for a moment, assume that this cessation of hostilities is the end of the toil and the sacrifice that are expected of us on the home front.

For us in California it will mean the beginning of vast new concentrations of military, industrial and governmental operations in our State that will last until the Pacific phase of the world war is completed. More soldiers, sailors, workers, families and children will stream into our cities and towns and our school facilities which have already been taxed so unduly will be strained to the breaking-point.

Teachers who have labored uncomplainingly under excessive teaching-loads will be asked to accept heavier burdens. And they will do it. So the times now call for a resolution on the part of all of us to prepare ourselves for these certain new war duties that we will accept as soldiers in a great cause.

The schools must expect in ever-increasing numbers the return to them of our disabled and discharged service men who will be demanding programs to fit them for civilian roles. This is a job that requires great understanding if we are to serve these young people adequately.

In the Armed Services these men were given intensive courses of training to fit them for their respective specializations. The schools will be expected to adjust their regular curricula to provide short terminal courses in many fields.

But over and above these added tasks, a greater responsibility faces teachers to prepare for the peace that must come. This will be a more perplexing phase for us than the military problem.

It is not to be expected that a perfect peace can emerge immediately out of an atmosphere of war, where passions and mistrust and, undoubtedly, thoughts of self-aggrandizement will seek to by-pass the hopes and aspirations of peoples everywhere for the application of the Four Freedoms and the principles of the Atlantic Charter.

Disagreements will be inescapable; there will be diplomatic tiffs and fencing between nations. A series of pint-size crises will arise to disturb our thinking. But, as an informed segment of the American public, teachers should not permit themselves to become dismayed and confused by the voices of cynics who will be all around us seeking to divide the councils of the United Nations.

All the best hopes of free peoples everywhere for a just and durable peace are tied up irrevocably in the ability of the Allies to work together for the peace as they have done on the military side. Our best contribution will be a thoughtful understanding of the problems involved, our forbearance and our prayers.

*1945 indeed promises tremendous things. Let us be prepared to play our parts significantly.*

# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 41 183

JANUARY 1945

NUMBER 1

### CTA SEMI-ANNUAL MEETING

DIGEST\* OF SEMI-ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION  
STATE COUNCIL OF EDUCATION, LOS ANGELES, DECEMBER 9, 1944

Roy W. Cloud

**S**EMI-ANNUAL meeting of California Council of Education of California Teachers Association was called to order by President John F. Brady at 9:30 a.m. December 9, 1944, in the Biltmore Hotel, Los Angeles. A Salute to the Flag was led by Miss Irene Snow of Napa.

The roll-call showed a quorum present. Proxies were accepted and seated as voting members for the day. CTA members present on invitation of the Sections were given the privilege of the floor for the day. Minutes of the April meeting were approved.

State Executive Secretary, Roy W. Cloud, made his report, as follows:

*To the Officers and Members of the  
California Council of Education  
Greetings:*

California public school teachers should list 1944 as one of the most beneficial years in the long annals of our State's educational history. Other eras have witnessed the attainment of desired objectives. Teachers in 1866, when our schools were freed of tuition charges, and in 1920 when the electors decided that a standard educational

program should be properly financed, had the right to believe that little more was left to be accomplished.

Teachers are human and experience the same aspirations and desires which actuate other people. As term after term of school passed, it became more and more apparent that the teachers of our boys and girls were neither properly remunerated for their services nor guaranteed decent security after their working days were ended.

Careful planning and continued efforts were made to solve the problems of retirement salary and increased financial support. Session after session of the legislature saw the introduction of bills to provide a safe and adequate teachers retirement system. Just as often as success seemed assured some internecine objections were raised either by members of the profession or by legislators and vain hopes were the only results.

In the 1943 session of the Legislature, a fair and equitable retirement proposal was presented by California Teachers Association. The ground-work was carefully laid for its passage. This bill was prepared along actuarial lines and, had it become law, it would have set up a financially-sound system which would have met most of the desires of the teachers.

This bill received more than the required majority in the Assembly and the unani-

mous vote of the Senate. Once again, however, disappointment came. The governor, believing that there were discriminatory features in the plan, vetoed the bill. In his veto message he promised to call a special session of the Legislature in 1944 at which time a proposal would be offered which would remedy his objections and provide adequate security for retired teachers.

A committee of the Legislature assumed the responsibility of preparing the bill. Competent actuaries were employed to guide the committee in its activity. As each phase of the proposal was completed, meetings were held with school representatives. Finally the bill was completed. It was acceptable to the CTA retirement committee.

The governor called the special session. The retirement bill was introduced, passed unanimously by both houses of the Legislature and signed by the governor. It is now the law. California public school teachers now have one of the soundest retirement systems in the United States. The State matches the contributions of the teachers. In a few years those who have attained the required age and have rendered sufficient length of service, may retire at approximately one-half of their teaching salary.

**I**N 1943 Congress revised the national income tax laws and provided that part of the salary or wages of the workers of the nation should be withheld from each month's payment of wages. This withholding tax and the deduction for the State retirement system were imposed at approximately the same time, so the "take home" salary was barely sufficient to provide a decent living for most of California's elementary teachers. Thus a real problem confronted the schools.

Because of these inadequate salaries, approximately a third of the young people who would probably have trained for teaching, were attracted by the larger wages of industry and did not enroll in the teacher training institutions. Another third of the possible future teachers were inducted into

\* Complete minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 660 Market Street, San Francisco 4.

military service. The condition became critical.

The recent successful campaign for Proposition No. 9 is too clear in the minds of school people to necessitate lengthy description. However, it is only fair to the thousands of earnest workers to include in this report a resume of the movement for additional State Aid for Elementary Schools.

### The Campaign for No. 9

The decision to initiate an effort to have State Aid for Elementary Schools increased from \$60 to \$80 per year for each pupil in average daily attendance was made at the April 1944 meeting of the State Council of Education. Alfred E. Lentz, Administrative Advisor for the State Department of Education, prepared the Amendment. Initiative petitions were circulated by teachers, members of Parent-Teachers Associations and many others. More than three times the required number of signatures were secured. The initiative was assured a place on the November 1944 ballot.

A Committee of 41 members was appointed by the CTA directors. Superintendent Walter L. Bachrodt of San Jose was chosen as Chairman, and in passing, it must be recorded that Mr. Bachrodt was most assiduous in carrying out every detail of the effort to have Proposition No. 9 become a part of the State Constitution. His faith in the ability and willingness of school people in general to follow directions to work hard and to contribute liberally was a great and compelling factor in the success of the plan.

The Committee of 41 appointed a smaller Steering Committee to prepare for every contingency. The services of Campaigns Incorporated were secured. Clem Whitaker, the manager of this organization, planned the campaign and carried it through with remarkable success. At the general election in November, Amendment No. 9 received a majority of over 700,000 votes. More than 1,600,000 voters approved the proposal. Because of this amendment, the State's contribution to elementary education in 1945 will be increased from approximately \$45 million to over \$60 million. The State apportionment each year hereafter will approximate this amount. The teachers of California must work earnestly and consistently in appreciation of this vote of confidence in their favor.

*So another advancing step has been made in the march to provide excellent educational advantages for California's children. The passage of Amendment No. 9 cannot fail to insure better conditions in our schools. Other heights now lie before us. They must be reached and held, but careful planning must precede each move.*

It is our hope that the next Legislature will fix the minimum annual

salary of California teachers at not less than \$1800. That amount should be a start only in raising our profession to its proper place. Furthermore, we should all strive for the passage of a bill in Congress to provide federal aid for Education so that our State minimum may be stepped up correspondingly. Are we anticipating too much to hope that a worker, who spends 4 years in high school and 5 years in a teacher-training institution, should expect his services to insure a salary of at least \$3,000 per year after 5 years of teaching service? That is a goal for which we can well strive. And every teacher in California should be paid each month of the year. Teaching is not a 9 or 10 month job. It is a continuing process and adequate time should be allowed for the preparation of each year's work, for refresher courses and for essential relaxation, so that real information and inspiration can be imparted.

### The Strayer Study

In this year of 1944, too, a survey of California's educational system and its various practices is being conducted by a group of educational experts employed for the purpose by the Governor's Post-War Planning Commission. In discussing matters with the group, headed by Dr. George Strayer of Columbia University, we know they desire only to recommend the best practices and suggest procedures which may benefit our public schools. Certain conditions which have grown up through long experimentation are now being evaluated. We should watch with interest this study and be prepared to appraise each proposal. Every one in this Council knows of improvements which could be made, but we must be careful that long-established practices may not be changed unless we know that such change will be beneficial. We must cooperate in every way, and when we are assured that a modification of administrative functions or a different method of procedure is necessary for the welfare of our State school system, we should join heartily in the effort to secure such a change. Every proposal should be carefully considered, as we shall be obliged to live a long time with every new procedure which is adopted as the outcome of this survey.

While a great global war is being waged, and suffering and sorrow are experienced throughout the world, California is doing its every duty to bring about a speedy and an enduring peace. The boys and girls

fresh from our secondary schools have taken their places in industry or in the Armed Services. Thousands of our teachers have put aside their accustomed duties and have become a part of our Nation's fighting forces. We do face terrifying realities, but our schools must be kept open and must do an even better job than they were previously required to do.

In California most of our tried and trusted friends were reelected to the Legislature. The schools have been particularly fortunate in the class of legislators who have been chosen to make our laws. The Assemblymen and Senators, with very few exceptions, are ever ready to listen to any worthy appeal for bettered school conditions.

### Legislative Program

The legislative program of CTA should not be heavy at the coming session. There should be no changes in retirement until the present system has been tried for at least two years. It will be necessary to watch carefully the whole matter of certification in order that educational standards may not be lowered unnecessarily because of the emergency. The allocation of elementary funds must be reviewed because of the passage of No. 9 and it is probable that more equalizing factors may become part of the apportionment law. We may be called upon to amend the teachers sick-leave law to include some of those who were exempted when the present law was enacted. Many other code changes have been presented for our study. I know that our Legislative Committee will do its full duty in studying every suggestion that is made.

ONE of our Sections has requested that the dues of California Teachers Association be increased. Additional services and activities are believed vital to the welfare of our organization. There can be little expansion of service, field work, research and study unless increased funds are provided.

The National Education Association has increased its dues. CTA has promised to work for a larger membership in NEA for this year. Our State directors, Mrs. Louise Gridley of Berkeley and Leland Pryor of Pasadena, with many helpers, are working zealously to reach California's quota of 24,000 NEA members for 1945. We must all help as it is essential that the voice of the teachers of America be expressed through this great nationwide teachers organization.

The NEA directors are now working for an all-inclusive membership in NEA, CTA



and the local associations. Great good can come through such a plan.

**I**N closing I wish to express my heartfelt appreciation to many groups and to many people. I cannot attempt to thank all of the organizations by name who assisted our various efforts this year, as there would be probability of omitting some that are most worthy.

To California Congress of Parents and Teachers, the California School Trustees Association, the school organizations affiliated with CTA, State Superintendent of Public Instruction and his assistants, and to various civic, fraternal, and political organizations and service clubs throughout the State, we tender our thanks for the help and gracious assistance which they rendered to Education this year.

I also wish at this time to thank the president, the vice-president and other members of our Board of Directors for the kindly consideration which they have so freely accorded the proposals presented to them.

The officers, committees and members of each of our Sections, too, have been most generous and courteous in answering every appeal. Their loyalty has been most heartening.

In closing our meeting today, I trust that we may adjourn in respect to the memory of 6 former members of the State Council of Education, — George Albee, J. J. Berry, James Ferguson, John Waldron, Charlie Hughes, Charlie Geer, and also of any other teachers who have finished their labors and have passed on.

The year 1944 has been good to the schools of California but we confidently look forward to 1945 for still greater achievements.

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President Brady recognized Dr. Baldwin M. Woods, Director of the Extension Division of University of California, who presented a plan of the Extension Division to furnish correspondence courses for secondary schools throughout the State.

President Brady then called upon Dr. Strayer of Columbia University. Dr. Strayer has been appointed by the Governor's Commission on Post-War Planning as a consultant and a study is being made of the problems of Organization, Administration and Financing of California's public schools. Dr. Strayer spoke briefly on the progress of the study.

President Brady then called upon Walter L. Bachrodt, Chairman of the State Campaign Committee for Amendment No. 9, the measure which increases State Aid to Elementary schools. Mr. Bachrodt received an ovation for his work as Committee Chairman. He reported that the Amend-

ment carried in this State with nearly a 700,000 majority. He also stated that approximately \$123,000 was contributed by teachers of the State, all campaign bills had been paid, and the State Association has been reimbursed for the money spent on the petitions.

Mrs. J. J. Garland, President of the California Congress of Parents and Teachers, extended words of greeting and congratulation to the State Council and to the schools of the State for the successful passage of Amendment No. 9.

President Brady then called upon Dr. Walter Dexter, State Superintendent of Public Instruction, who also congratulated the Council on the successful passage of Amendment No. 9. Dr. Dexter also gave a short outline of the personnel and the work of the Governor's Commission on Post-War Planning.

President Brady then called for reports of Committees. The first group to report was the Committee on Financing Public Education, Frank M. Wright, Chairman. Mr. Wright reported as follows:

#### *Financing Public Education*

**S**UPERINTENDENT Walter Bachrodt, chairman of Number 9 Statewide Committee, gave a brief report stating that the Committee had completed its work with all bills paid and CTA completely reimbursed for all funds advanced. He was given a rising vote of thanks for the fine and energetic manner in which he headed the campaign.

Approval was given to a legislative proposal, relative to adult education, which provides (a) for support on the basis of \$90 per ada, using 3 hours as a divisor; (b) the repeal of the present bonus and (c) establishing an administrative allocation of \$50 for each of the first 40 units of ada to districts not maintaining approved schools, and (d) further providing that the State pay not more than 85% of the cost of this program.

Approval was given to 3 measures relative to continuation schools which provide for more adequate financing, and removal of the 50-pupil limitation, thus providing for continuation education on a uniform basis throughout the State, and providing for the establishment of continuation high schools.

Approval was given to a proposal to amend the present accumulative building fund law, to permit the purchase or replacement of equipment.

Recommend enactment of legislation to provide for State funds for providing plans, sites, and construction buildings, similar to

the law which has been enacted for cities and counties.

Recommended that California Teachers Association vigorously oppose the enactment of any Constitutional Amendment which would place any limitation or ceiling on federal income, inheritance, or gift taxes, as such ceilings would tend to limit the funds which otherwise might be made available to education or similar purposes.

A number of suggestions dealing with legislative proposals having financial implications were referred to the Legislative Committee with recommendations.

Doctor George D. Strayer and Doctor Alfred D. Simpson were presented to the Committee. After a discussion by Dr. Strayer of the work being carried on by the State Commission on Reemployment and Reconstruction, of which he is Consultant, the general plan of equalization as studied and presented by Dr. Simpson was taken under consideration by the Finance Committee. After considerable discussion it was unanimously voted to instruct a sub-committee to prepare a resolution expressing approval of the general plan as outlined.

The sub-committee submits the following report:

The plan of equalizing financial burden and support as presented by Dr. Simpson briefly stated — provides for a partnership plan of State and district participation which definitely takes into consideration the financial ability of each local district; provides that the State continue its present contributions to each district on the present (1943-44) basis of apportionments, which includes the teacher and ada units; provides that for purpose of computation only, an amount representing what a 20-cent tax rate would yield be added to the present State income, and the difference between what the 2 sources would produce and an amount equal to \$95 per ada be supplied by the State.

There would be no requirement that any district levy any tax, the 20-cent rate be used to determine the amount of equalization which the State would contribute. It should be pointed out that if a minimum salary of \$1800 or any like amount is required by law, most districts would be compelled to levy some district tax.

The Committee on Financing Education approves the plan as submitted as the pattern or principle to be followed in preparing legislation for equalization. The Committee further recognizes that the proposal to not reduce any present State income to any district is sound. It is recognized that the most opportune time for equalization legislation is the present, and that if California Teachers Association does not proceed with a plan, there will be various ones introduced by others which may not be to the best advantage of education on a statewide basis.

The committee further commends the suggestion that judgment on the plan in

detail be withheld until complete statistical data are made available.

It is further recommended that in the preparation of the proposed plan, it be done in such a manner as not to make it impossible to offer further financial inducements or compensations for districts who may effect better units of administrations if they so desire.

The chairman was authorized to call the Finance Committee together in 2 sections, one in the South and one in the North, to receive and further consider the proposal when more complete data is available, such meetings to be at a time when the matter can receive proper consideration before legislation action will be taken.

Mr. Wright moved that the report be adopted. Miss McCardle seconded the motion. Mr. Fred W. Bewley, of Cypress, moved that an amendment be made to the report that the Finance Committee meet as a whole committee, instead of dividing its meeting into one meeting in the North and one meeting in the South. Mr. Wright accepted the amendment with the consent of Miss McCardle. The motion to adopt was put and carried.

Mr. Warren Dayton was called upon to give the report on the Committee on Adult Education. Mr. Dayton stated that a portion of the report which concerned the financing of adult education was incorporated in the report of the committee on Financing Public Education as well as in the Legislative Committee report.

He then called upon Dr. Willard Ford, of Glendale, who spoke briefly on two other problems of the Adult Education field. Dr. Ford brought to the attention of the Council that there needs to be an adjustment made regarding deductions for retirement salary from adult education teachers who obviously will never profit from the State Retirement System. He also stated that the Council should give consideration to the right of adult education classes to advertise for students. The County Counsel for Los Angeles has ruled that the funds of such schools may not be apportioned for this purpose, but the Adult Education administrators feel that some provision should be made whereby they may advertise courses given.

### Certification

The Committee on Certification was reported by its Chairman, Homer Cornick, as follows:

**C**ALLED to order 10 a.m., with 7 of the 11 members present.

Dr. Joel Burkman was invited to present his report on a preliminary draft of suggested Education Code revisions in certification. The 19-page report was covered page by page, with questions from the Committee answered by Dr. Burkman. Since the report in general took the present Code,

rearranged it and supplemented it to cover present practice, there were no controversial items in the agenda. The committee approved the suggested revisions in principle, as clarifying and defining present Code provisions, with no changes in the present law or practice.

Two specific changes were approved by the Committee as follow:

1. Acceptance of the idea that the county certificate should be eliminated in the future and the State credential be accepted in lieu of the county certificate upon registration at the County Superintendents office, with all existing regular county certificates to be continued in force for all purposes originally issued.
2. Revision of the present Code provision that "the emergency credential's section shall remain in effect until the close of the school year in which occurs the cessation of hostilities in all wars in which the U. S. is now engaged," to read "until the close of the school year in which the Superintendent of Public Instruction, on the recommendation of the Commission of Credentials and approval of the State Board of Education, declares that the need for such emergency credential has ceased to exist." This will allow the continuance of the emergency credential law until these three agencies feel that it is no longer needed.

The Committee also unanimously disapproved a suggestion, received by the Legislative Committee, that there be a modification in the certification requirements for vocational teachers. Objection was made to the requirement that trade teachers attend summer-school for teacher-training. The feeling of the Committee on Certification was that educational and teacher-training requirements for vocational trade teachers should be raised rather than lowered.

In closing this report the Committee wishes to express its appreciation to Dr. Burkman of the Commission on Credentials for his initiative in taking preliminary steps to simplify and clarify the complex and scattered articles in the Education Code relating to certification.

Mr. Cornick moved the acceptance of the report, which motion was seconded by Mr. Murphy and carried.

The President called upon Leland Pryor, Chairman of the Committee on Junior College Problems, for a report. Mr. Pryor stated that the Committee had met the day previous and had considered a number of pressing problems. He stated that the Junior College Federation is holding its annual meeting in Berkeley within the next two weeks and that some of the problems which the Committee had studied need to be worked out with the Junior College Federation. He stated that for that reason a report would not be made of the Junior College Problems Committee until the April meeting. President Brady accepted the report as a report of progress.

Roy Simpson, Chairman of the Committee on Junior High School Adjustments, reported as follows:

### Junior High School Adjustments

**T**HE meeting was called to order by the chairman, Mr. Roy Simpson. There were 7 Committee members present. The Committee makes the following recommendations:

1. An increase of personnel in the Division of Secondary Education, so as to provide more direct leadership for junior high schools from the State Department.
2. Assuming the increased personnel in the State Department of Education, we recommend that an evaluation of junior high school work be given priority by the State Department.
3. That in areas where there are junior high schools, or where junior high schools may be established, that the seventh and eighth grades be recognized and established as a regular part of the secondary school system for apportionment and administrative purposes.
4. The continuance of the validating act of the present plan of financing and administering of junior high schools, until such time as an improved basis of apportionment can be enacted.—Velva T. Short, Secretary.

Mr. Simpson moved the adoption of the report. The motion was seconded and carried.

President Brady then called upon Donda Hanley, President of the California Student Teachers Association, to present the delegates of her group. Miss Hanley stated that the Junior Executive Council had had a busy day discussing its problems and expressed appreciation to the State Council for the opportunity of having such an inspiring meeting. She presented the following delegates:

Chico State College: Lois Orrell.  
College of Pacific: Grace Helene Dickman,  
Irene Weigum (guest).  
Fresno State College: Nancy Melchior.  
Humboldt State College: Florence Getchell.  
La Verne College: Patty Hodson.  
San Francisco State: Oreta Davis.  
San Jose State: Barbara Leam.  
Santa Barbara State: Peggy Schumann.  
University of California, Berkeley: Celia B. Stevens.  
University of Southern California: Ruth Moskowitz.  
University of Redlands: Billie English.  
Committee reports were then resumed.

### Legislation

Walter T. Helms, Chairman of the Legislative Committee, reported as follows:

The Legislative Committee met from 9:30 a.m. on Friday until after 4 p.m., considering the many suggestions for legislation which had been submitted to it. Proposals for legislative changes were approved as follows:

#### Age of Admission:

Endeavor to amend the law to provide:

1. A uniform age of admission for one and two term districts. The minimum age in kin-



dergarten is to be 4 years and 6 months and the minimum age for the first grade is to be 5 years and 6 months.

2. Provide that if a pupil has completed one year of kindergarten he is to be admitted to the first grade without regard to his age.

3. Eliminate that provision of law which would entitle a child to enter the first grade at the time when he attains age six.

#### School Cafeterias:

The law should be amended so that the expenses of operation and maintenance of the physical plant of a school cafeteria and the purchase of equipment could be borne by the district.

#### County Superintendents:

We reaffirm our stand to professionalize the Office of County Superintendent.

#### Education for the Handicapped:

Apportion excess costs for educating physically-handicapped children to the unapportioned county funds.

#### Employment of Nurses:

Amend Education Code Section 16461 to permit county superintendents to provide nursing service in high school districts which do not have their own.

#### Interdistrict Attendance:

Amend the law to provide that the district of attendance should not receive more than the actual cost of pupils attending from another district.

#### County Libraries:

It was agreed that permissive legislation should be presented enabling county superintendents by mutual agreement with county libraries to take over the actual administration of the county school library, service now administered by county libraries.

2. It was agreed that the present Education Code sections 19153 and 19154 limitations on the contributions made by districts for library service (minimum \$25, maximum \$50) should be changed to permit a minimum of \$50 and a maximum of \$75.

#### Retirement for Non-Certificated Employees:

Legislation should be provided to permit county superintendents to contract with the State Employees Retirement System for their non-certificated employees who are not eligible to any other retirement system.

#### Salaries:

Legislation was approved to provide for a minimum salary of \$1800.

#### School District Libraries:

Legislation was approved to clarify Education Code section 19071 to provide that any school employing a district superintendent and/or a school librarian, be given the right to purchase supplementary books without first securing county consent.

Legislation was authorized to remove the \$1 maximum on library funds for city school libraries.

#### Selling School Property:

Amendments were authorized to permit a school board to delegate the authority to sell property, not exceeding \$200 in value, through an administrative officer of the district.

#### Building Funds:

A proposal was approved to permit a school district to set up an Accumulative Building Fund, with a lump sum for the first year, then to continue with varying amounts levied automatically for the next succeeding 4 years.

A change in the law was suggested to permit accumulation of funds for equipment purchase and equipment replacement.

#### Adult Education:

The following proposals for adult education were approved:

a. Provide for the establishment and maintenance of adult education under districts now empowered to conduct secondary schools.

b. Establish financial support for this work very similar to the District Junior Colleges. (\$90 per ada, 3 hour divisor, 175 days for the school year.)

c. Eliminate all bonus apportionments for these classes. (\$2,700 for the first 30 units of ada.)

d. Establish an equitable administrative allocation for school districts operating these classes and schools commensurate with the needs of the service. Suggested allocation:

1. \$50 for each of the first 40 units of ada in approved classes for adults to districts not maintaining approved schools.

2. \$50 for each of the first 80 units of ada in approved schools maintained in the district in accordance with the standards authorized by the State Department of Education.

e. Limit State Aid to a maximum of 85% of the cost of the program to the local school district.

f. Eliminate conflicting provisions in present Education Code.

#### Junior Traffic Patrol Equipment:

Legislation was authorized to permit districts to purchase equipment for Junior Traffic Patrol's.

#### Junior Colleges:

Legislation was approved to authorize the issuance of bonds for dormitories at Junior Colleges and to retire the same with income therefrom.

#### 7th and 8th Grades and Junior High Schools:

Legislation was authorized to validate payments for 7th and 8th grade attendance under the law for another two year period pending further study.

#### Continuation Education:

The following legislation was approved for continuation schools:

1. In order to give all minors in the State the same educational opportunity, the distinction between districts having less than 50 and 50 or more should be removed. This assumes that adequate State financial support will be provided.

2. To finance continuation education, a plan similar to the one used for financing handicapped education and providing excess costs up to \$200 per ada over and above the regular State apportionment.

3. In order to insure that existing high schools meet the requirements of the code and regulations of the State Department, continuation high schools should be specifically provided for in Code Section 8703.

4. The Committee recommends that the Code be revised so that married minors under 18 years of age be required to attend continuation classes unless conditions are such that it be for the best interests of the minors to exempt them; and that means be provided to enforce their school attendance.

#### Eighteen-Year-Old Voters:

As instructed by the State Council of Education, legislation was approved for the introduction of a bill to make the voting age begin at 18.—Respectfully submitted, Walter T. Helms. Note: This action re 18-year-old voting-age was later rescinded by the Council. See Page 13.

Mr. Helms moved the adoption of the report. Motion seconded by Mr. White.

Nora Pearson, Chairman of the Committee on Early Childhood Education, reported as follows:

#### Childhood Education

**T**HE Committee met at 1:30 p.m. with 8 members in attendance.

At the April meeting the Committee voted to carry on certain specific studies in order to make definite recommendations to this Council. Since these studies require much thought and deliberation—in some instances research—it is possible at this time to make a progress report only.

1. Items on the Legislative Committee agenda concerning kindergarten and first grades were answered as follows:

A. Compulsory attendance. A committee was appointed consisting of Mrs. Louise A. Coleman, Dr. Frank Thomas, Fresno State College, and one or more members to be appointed by the chairman, to study the problems involved.

B. Lowering the entrance ages. That no action be taken pending various developments in the field of childhood education.

C. Legal age for first grade entrance. That we ask the State Department to clarify the wording of Education Code Section 8404.

2. Advancement of Health Education. A committee was appointed consisting of Mrs. Dorothy Melrose, Ruth Newby, one or more members of the PTA, and Peter H. Snyder, chairman, to make recommendations.

3. Re: Education of children from 2 to 6 years. The Committee voted to ask J. David Laird of Tulare and Dr. Frank Thomas of Fresno State College to prepare a plan of action for our committee to follow in cooperation with and furthering the studies of the California Association for Childhood Education, particularly as it relates to a promotion of statewide knowledge of the work in early childhood education. This committee to also include Mrs. Sadye Lewis of Oakland, State President of ACE.

4. Mrs. Sadye R. Lewis, State President of CACE, reported on that organization's studies in the field of parent-teacher-community relationships, and its effect on the total school-life of children.

The ACE will furnish the materials to any community that wishes to conduct similar studies. Address requests to Dr. Iva K. Dillon, University Elementary School, UCLA, Los Angeles.

5. It is recommended that CTA look forward to providing research service to its various committees and that the Committee on Childhood Education ask for help from this research service.

Miss Pearson moved the adoption of the report, which motion was seconded and carried.

Abby Perry, Chairman of the Committee on Essentials of the Modern Curriculum, reported as follows:

#### Essentials of Modern Curriculum

**T**HIS Committee is very fortunate in having among its new members several presidents of professional organizations.



Corinne Seeds, principal of the elementary school at UCLA and State president of the Supervisors Association; Marjorie Fullwood, president of the Librarians Association, and Miss Olette Brewington, of Hollister, president of CTA Classroom Teachers Department.

Miss Seeds reported on the progress of an elementary social studies program made by a committee of 25 supervisors. This study has been going on over a period of two years at the request of the State Curriculum Commission. It is a splendid piece of work and will be a real contribution when completed.

Dr. A. Elwood Adams of Long Beach Polytechnic High, spoke on social studies in the secondary school. He was not so concerned with the core curriculum on the secondary level as he was with freedom of discussion and thought for the young people in classes concerned with social studies. Selections by a group of Stanford University professors were used as illustrations.

Recommendations: The Committee on Essentials of Modern Curriculum went on record as urging CTA to ask the State Curriculum Commission to consider multiple textbooks, rather than one, for social studies in elementary schools.

To CTA Service Committee: A request that a department be set up to print and distribute throughout the State, materials written by teachers on their work in the social studies. Many articles are published in Sierra Educational News and are fine but are too short, and lack details.

Miss Perry moved the adoption of the report, which included the recommendation. The motion was seconded and carried.

The Council then adjourned for the luncheon period and committee meetings.

**P**RESIDENT Brady called the afternoon session to order at 2:00 p.m.

The first committee to report was the committee on Intercultural Relations, which was reported by its chairman Mary Virginia Morris as follows:

### *Intercultural Relations*

**T**HE Committee met with 10 members and one visitor attending the meeting.

Mrs. Harvey Dye, Past President of First District, California Congress of Parents and Teachers, told the Committee about the ways her group is trying to create and foster a better understanding among the members of PTA.

Dr. Stewart G. Cole, executive director, Bureau for Intercultural Education of New York City, who has been loaned to the West Coast for the year, described the

workshop for Intercultural Education held at University of California at Berkeley, and one recently held at Los Angeles. Both talks were practical and helpful.

The Committee has two recommendations to present. The Committee voted to ask the State Council of Education to endorse the objectives of the National Commission for the Defense of Democracy Through Education and to publish these objectives in Sierra Educational News. The objectives are:

1. Every American must understand that the continuance of our democracy during the post-war period may depend upon providing a fair deal and equality of opportunity for each citizen, irrespective of his race, religion, occupation, economic condition, or national origin. The schools, the press, the pulpit, the radio, and every other means of Education must be enlisted to extend and strengthen this understanding.

2. In order to preserve and further democracy, we must attempt fully to put into practice such basic attitudes as "All men are created equal," "Love thy neighbor as thyself," and "The brotherhood of man."

3. Every citizen must be taught to cherish and insist upon, for himself and all other citizens, the basic rights and liberties, including freedom of speech, freedom of the press, religious liberty, equality of opportunity, and full participation in political action.

4. All of our people must be taught to judge individuals by their actions, ability and worth, and not by qualities attributed to the groups to which they may belong by accident of birth or environment.

5. It is of fundamental national importance that there shall be no discrimination against any minority group because of race, creed, or economic status. It is also important that members of minority groups understand and have consideration for the rights, liberties and attitudes of other groups.

6. Deep-seated prejudices frequently originate in early childhood and often become fixed during adolescence. Training and practice for tolerance should begin with the kindergarten and continue through the university.

7. In every school, programs should be effectively presented to develop sympathetic understanding of the achievements, viewpoints, difficulties and adjustments of the various racial, religious and occupational groups that make up our society. But this is not enough. It is even more important that tolerance be practiced by students and faculty in the daily life of the school and the community. Each school should develop a program for tolerance in the light of local conditions and needs.

8. In the teaching and practice of tolerance, teachers must be supported by public

opinion and protected against intolerant individuals and groups.

The second recommendation is that the Chairman of the Intercultural Relations Committee appoint a member to summarize the helps for teachers on intercultural understanding and these be published in Sierra Educational News.

Miss Morris moved the adoption of the report which was seconded and carried. Miss Morris moved that the report be printed in Sierra Educational News, which motion was seconded and carried.

Miss Celia O'Neil, Chairman of the Committee on Equal Opportunities, reported as follows:

### *Equal Opportunities*

**T**HE Committee met at luncheon.

Attendance:—Present, B. F. Enyeart, Fae W. Robison, C. O'Neil. Proxies, Laurel Knezevich for Florence C. Bettinger; Gertrude Malory for Mary E. Dickison; Guest, Ruth Newby. Absent, Louise A. Coleman, Beulah T. Knight

A. The committee wishes to commend CTA officers for splendid publicity following the April 1944 meeting. We wish to acknowledge the leadership of CTA in furnishing reprints of "Equal Rights" (from Sierra Educational News, May 1944) to committee-members of NEA.

B. Verified by correspondence with Congressmen, the members of the Committee wish to inform CTA that the introduction to the Senate of the Equal Rights Amendment is expected very soon.

The Committee wishes to present the following recommendations:

1. That CTA wire National Education Association to contact all Congressmen who have not yet publicly expressed their support for the E.R.A. and to urge said Congressmen to do so at once.

2. That since the text of E.R.A. has been re-worded, it be published in the Sierra Educational News, together with the endorsements of both parties.

### *Text of Equal Rights Amendment*

As favorably reported by Senate Judiciary Committee, May 28, 1943, and now before Congress

"Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

"Congress and the several States shall have power, within their respective jurisdictions, to enforce this article by appropriate legislation.

"This amendment shall take effect 5 years after the date of ratification."

### *Equal Rights Amendment Planks*

From Republican Platform—1944

"We favor submission by Congress to the States of an amendment to the Constitution providing for equal rights for men and women.

"We favor job opportunities in the postwar

world open to men and women alike without discrimination in rate of pay because of sex."

From Democratic Platform — 1944

"We favor legislation assuring equal pay for equal work regardless of sex.

"We recommend to Congress the submission of a Constitutional Amendment on equal rights for women."

3. That CTA actively promote a program to spread the gospel of spending public money for the best services for children without regard to marital status or sex; that promotions and advancements be based on value of services rendered.

Miss O'Neil moved the adoption of the report, which motion was seconded and carried.

Dr. Jessie A. Bond reported for the Committee on New Voter Preparation and Recognition as follows:

### *New Voter Preparation*

AT its meeting the Committee gave attention to two principal items, both of which were continuations from the April meeting in San Francisco.

First was a consideration of ways to bring about the reduction of the voting age from 21 to 18. This action was recommended by the Committee in April and approved by vote of the Council.

It may be recalled that the Committee for a period of years has attempted to reach young people of the 18-to-21 age-group, to acquaint them with the responsibilities and privileges of voting.

Despite consistent efforts, however, which included the publication and distribution of materials on the subject and attempts to carry out a program through community and social civic organizations, the Committee finally and reluctantly concluded that the only effective manner of reaching these young people is while they are attending the public school.

Since the majority of these 18-21-year-olds seldom engage in any active and organized learning relative to civic responsibilities, the Committee has come to the definite belief that the practice of voting should be established as soon as possible after they have studied its meaning and implications in high school.

Inasmuch as there are other reasons than this why the voting age should be reduced to 18, and since it is frankly recognized that there is likely to be much opposition to such a legislative proposal, the Committee believes that the Council should not be the chief sponsor of it, but rather should serve primarily to reinforce the proposition as sponsored by other organizations.

In fact, in the opinion of this Committee, the Council should make clear that it is supporting the measure largely because of the one purpose to be attained by it as evolved within the local Committee.

The Committee therefore, within this limitation, desires to offer its assistance in the undertaking and will make this intention known to other organizations and individuals taking an active part in it in the forthcoming meeting of the legislature.

The remainder of the December 8 meeting was spent in discussing the factors which constitute citizenship and new-voter preparation. The plan for such education already developed within the Committee, is to be expanded and submitted to another educational group within the State now evolving what they designate as a framework of the social studies.

This shall be done for the purpose of attempting cooperatively to develop a plan of citizenship-training which can be recommended for all schools in California. It is to be hoped that this plan can be sufficient in scope to meet the similar and yet diverse needs of the many young people involved.

Dr. Bond moved the endorsement of the report, which motion was seconded by Miss Morris and carried.

Mr. Paden moved that the recommendation approving the introduction of legislation for an 18-year-old voting-age made in the Legislative Committee be rescinded. This motion was seconded. Dr. Bond's report carries the recommendation that the California Teachers Association not sponsor such legislation but assist other organizations in the passage of such legislation. After discussion the motion carried.

President Brady called on Mrs. Louise B. Gridley, Senior Director for the National Education Association. Mrs. Gridley introduced to the Council Mr. Leland Pryor as the newly-elected second NEA director for California, this State having obtained a membership of over 20,000, which entitled it to a second director. Mr. Pryor gave a brief report of the work of the National Association and urged the Council members to assist in securing the 1945 quota of 24,000 members in the National Education Association.

Dr. William R. Odell reported as follows for the Committee on Planning the Post-War Curriculum:

### *Planning the Postwar Curriculum*

At the meeting of the Committee on Planning the Postwar Curriculum most of the members and a number of visitors were present.

In accordance with the originally-agreed-upon scope of this committee, the meeting consisted chiefly of a discussion of the way in which postwar-planning groups have functioned in California.

Mr. B. O. Wilson, County Superintendent of Contra Costa County Schools, reported on the plan followed in that

County where, under the auspices of the Contra Costa Development Association, plans for various aspects of the County Postwar Program were developed and discussed. Copies of his report were distributed, together with copies of the tentative report of the Oakland Postwar Planning Education Committee.

The suggestion was made that the publication "Education for All American Youth," issued by the Educational Policies Commission, be secured for all school libraries and that a condensation of that document, prepared as a monograph of the National Association of Secondary School Principals, by a committee under the chairmanship of Professor Paul Leonard of Stanford University, also be secured.

The "Education for All American Youth" sells at \$1 per copy for single copies and the monograph of the National Association of Secondary School Principals at 10 cents per single copy. Prices in quantities are considerably less.

Dr. Odell moved the acceptance of the report, which motion was seconded and carried.

John R. Williams, Chairman of the Committee on Problems of the County Superintendents, reported that the County Superintendents were chiefly concerned with the passage of successful legislation to professionalize the office of the County Superintendent. He stated that Dr. Strayer was including proposals to that effect in his report to the Governor's Commission on Post-War Planning. He stated that final conferences will be held in three places in California by County Superintendents with Dr. Strayer for the purpose of perfecting the recommendations to the Governor's Commission. He asked the Council to reaffirm its support of the project.

President Brady stated that the State Council had repeatedly approved legislation for the County Superintendents and assured Mr. Williams and the County Superintendents of the support and cooperation of the CTA.

Mr. George Bettinger, acting Chairman of the Committee of Salary Schedules and Trends, reported as follows:

### *Schedules and Trends*

**M**OVED, Seconded and Carried that

1. This Committee constitute itself as a clearing-house for all the other CTA Section committees dealing with teachers salaries.

2. This Committee recommends that CTA promote and carry to successful conclusion legislation to fix a minimum salary of \$1800 a year for teachers.

3. We favor revitalizing the work of this Committee for the continuous study of salaries and salary-trends, costs-of-living, etc., and ask for the authorization of expense for research service for such studies as are

instituted by the Committee, to be followed with recommendations for the encouragement of salary-schedules in different districts.

4. This Committee urges all CTA Sections to work for advancement in all teachers salaries, in line with increased costs-of-living.

5. Urge CTA Sections to work for salaries at a level which will attract desirable people to teacher-training and hold them in the teaching profession.

Mr. Bettinger moved the adoption of the report which motion was seconded and carried.

B. O. Wilson gave the following report for the Youth Employment Committee in the place of Mary E. Dickson, Chairman:

### Youth Employment

1. We recommend that CTA sponsor an appropriate expression of appreciation to the several organizations who participated in the approach to the solution of the problems of youth employment.

2. We petition that the Council recognize the sub-committees appointed by the Youth Employment Committee to work in cooperation with the Post-War Planning Committee as it is concerned with youth employment.

3. That Work-Experience become an established part of the public school curriculum.

Mr. Wilson moved the adoption of the report, which motion was seconded and carried.

Edith E. Pence, Chairman of the Youth Problems and Delinquency Committee, reported as follows:

### Youth Problems

The noon luncheon-meeting of Youth Problems Committee was attended by 15 committee members and 9 guests. Guest speaker was Assemblyman Lorne D. Middough, Chairman of the Assembly Interim Committee for Prevention of Juvenile Delinquency.

Main business of the meeting was to receive Mr. Middough's report on the items of legislation that will be introduced in the coming legislature in the state-wide effort to reduce and ultimately prevent juvenile delinquency.

The following are the pieces of legislation planned:

1. To prevent on-sale liquor places that are not bona-fide restaurants from masquerading as restaurants thus making it possible to exclude minors from such establishments.

2. To provide State funds to assist local communities with their recreation programs along lines of facilities and personnel.

3. To amend the 24-hour school law to provide State funds for the establishment and maintenance of 24-hour schools on the local

level. Such funds would be in addition to the usual ada allotment.

4. To amend section 702 of the Welfare and Institutions Code to clarify the fact that this section applies to parents who contribute by neglect or otherwise to the delinquency of their children.

5. To fully legalize parental schools.

6. To require identification cards up to age 25 for entrance to places from which minors are excluded.

7. To set up State-wide standards for Probation Officers.

8. To establish a State "Coordinating Council" with the Youth Authority as the central factor and including representatives of all other State departments whose work has bearing on the welfare of youth (Health, Education, Institutions, Forestry, etc.).

9. To amend the State Housing Act to standardize trailer-camp homes as to sanitation, provisions for recreation, etc.

10. To compel working parents to provide proper care of their children of 14 years of age and under as a condition of both parents working.

11. To require that unattended motor vehicles be locked and keys removed. (36,000 automobiles were stolen by youths between the ages of 12 and 18 last year in California.)

12. To require that the sale of "goof balls" be by prescription only.

The motion was passed that California Teachers Association support the above legislation in principle and that a meeting of the State Youth Problems Committee be provided for in February to consider the actual legislative bills if this seems desirable.

Miss Pence moved the adoption of the report, which motion was seconded and carried.

Mrs. Verna Moran, Chairman of the Classroom Teachers Presidents, gave the following progress report:

The Classroom Teachers Department Presidents met last evening with all members present. Dr. Alfred D. Simpson, of the Post-War Planning Commission, was the guest speaker and discussed equalization. This was followed by informal discussion. We present this as a progress report.

The Chair then recognized Mrs. Eleanor Edmiston. Mrs. Edmiston stated Gilbert Deere of San Diego, who had served for many years on the State Council of Education, was retiring in June and as this was his last attendance at a State Council meeting as the representative of San Diego, she wished to read the following tribute to Mr. Deere, prepared by Miriam Spreng:

### Gilbert Deere of San Diego

"Mr. Deere was one of the founders of the San Diego Teachers Association (in 1909). He has served that organization in practically every capacity. He has been our research man par excellence through the years, making salary and other studies. He has served San Diego well on the State Council and Southern Section Council, being delegated to either or both for the past fourteen years. He has served on the executive committee of the Southern Section Council.

"Through the years we have come to rely upon his good judgment, his high ethical prin-

ciples, his sound scholarship. With all of his capabilities he is withal a man of extreme modesty and self effacement.

"Mr. Deere's retirement will be a great loss not only to the teachers of San Diego but also to the profession throughout his district and the entire State."

UNDER the head of unfinished business President Brady called upon Miss Vera Hawkins, Chairman of a CTA committee on Services and Dues, to make a report.

Miss Hawkins stated that at the April meeting of the State Council a recommendation had been presented to raise the dues of CTA from \$3 to \$5; that the State Council after discussion had asked that further consideration be given, that the Sections discuss the matter and that a report be made at the December meeting.

### Committee on Dues

A committee had been formed consisting of the Presidents and Secretaries of the 6 Sections of CTA and 9 additional members representing the Sections in the same geographical manner as the Board of Directors. This Committee, appointed on November 11, had met on December 8. The Committee had decided to examine the services and functions of the State Teachers Association, find out the cost of such services and set the dues at a figure to cover the services.

She stated that the Committee had discussed an expanded field director service, expanded research service, together with a research bulletin and other matters which would come under the heading of general teacher welfare services.

She stated that the Committee was to meet again in February and that it hoped to have a definite recommendation to make to the State Council at the annual meeting in April.

The names of the members of this Committee are as follows:

Bay Section — Irene Snow; Earl G. Gridley; Wallace Hall; Louise B. Gridley.

Central Section — Hattie Hammat; H. W. Kelly; Bethol Mellor.

Central Coast Section — R. D. Case; T. S. MacQuiddy; Mrs. Marcia Frisbie DeVoe.

North Coast Section — Frank Williams; Mrs. Alma Thompson; Mrs. Verna Moran.

Northern Section — Malcolm Murphy; E. P. Mapes; Marks Smith.

Southern Section — Robert Gillingham; Arthur Corey; Mary Virginia Morris; Roy Simpson; Vera Hawkins.

The above-named members of this Committee are to serve until the Committee has finished its work and rendered a report to the State Council.

The State Executive Secretary then paid a tribute to Miss May McCardle of the Central Section who has retired from teaching and was attending the State Council for the last time as a representative from the Central Section. He stated that the Cen-



tral Section and the State Teachers Association as a whole were proud of the work and the influence of Miss McCordle, that she had been always faithful and persistent in working for the good of the teachers of the State and that in tribute to her loyalty and devotion, the Board of Directors had made her an honorary life member.

### *Ovation to May McCordle*

Miss McCordle received an ovation from the Council.

Mr. Cloud then stated that Raymond Kendall of the Central Section who had served faithfully on the Board the past few years, had moved into the Bay Section and therefore was no longer a member of the Central Section Council nor a representative to the State Council from the Central Section. He also stated that Mr. Kendall had tendered his resignation from the Board of Directors to take effect January 1, 1945. Mr. Cloud stated that the Board of Directors at the meeting on December 8 had received from the Central Section State Council representatives a recommendation that Erwin A. Dann be named director in place of Mr. Kendall and that the Board had elected Mr. Dann to membership on the Board of Directors.

Mr. Cloud also presented to the State Council Harold Kingsley who has been employed by the State Association to assist the State Executive Secretary in legislative work at Sacramento.

Mr. Cloud also extended a message of greeting to the State Council from Dr. Staffelbach, former Research Director.

Mr. Malcolm Murphy then asked the privilege of the floor and offered a tribute, asking the Council to give a rising vote of thanks to Mrs. Louise B. Gridley and to the State Executive Secretary for their untiring work in the passage of a State Teachers Retirement Law.

Miss Gertrude Mallory mover that a letter of greetings from the State Council of Education be sent to Dr. Staffelbach. The motion was seconded and unanimously carried.

Miss Pansy Abbott moved that a communication from the State Council expressing appreciation and commendation be sent to Mr. Clem Whitaker and Miss Leona Baxter for their work in the successful passage of Amendment No. 9. The motion was seconded and unanimously carried with an ovation by the Council.

No further business appearing, the meeting adjourned after a few moments silent tribute to the memory of the following State Council members who have passed on this year: — George Albee, J. J. Berry, James Ferguson, John Waldron, Charles Hughes and Charles Geer.

## Two Letters

California Teachers Association  
Placement Office  
Room 202, 2207 Shattuck Avenue  
Berkeley, California

Editor:

We are listing a number of recent administrative changes, as follows:

### Contra Costa County

Dona'd D. James has been elected Principal of the Alamo School.

T. A. Skeels, former Principal of Richland School, Shafter, has been elected Principal of Bay Point School, Port Chicago.

John B. Vasconcellos, former Vice Principal of the Carquinez School, Crockett, has been elected District Superintendent of Schools at Rodeo.

E. G. Gridley,  
Manager

\* \* \*

Public Affairs Committee  
30 Rockefeller Plaza, New York City 20

Editor:

Social Work and The Joneses — new Public Affairs Pamphlet No. 97 — is on sale; price 10c.

Eminently qualified to write this pamphlet are authors Ruth Lerrigo (editor, Community Chests and Councils) and Bradley Buell (editor, Survey Midmonthly). They know social work — and they give us the first popular statement in the field.

"What should be generally understood about social work," the authors say, "is that the various services of tax-supported and voluntary agencies alike aim at the relief of the same four basic human problems: economic need, health, behavior problems, and recreation needs."

In other words, social work's job is people. We believe Social Work and The Joneses is another Public Affairs Pamphlet your readers won't want to miss.

Blanche E. Stuart.

\* \* \*

## Look to This Day

**P**OETRY Society of Southern California, founded in 1916, is affiliated with California Federation of Chaparral Poets.

Club publications include 4 anthologies of the work of members, published in 1919, 1923, 1926, and 1937. In 1930, the club sponsored Anthology of Southern California Verse, a compilation of work by local poets without regard to club affiliation. Poetry Society Quarterly was issued 1937-40. Work of members has appeared in well-

known periodicals and anthologies, as well as in books of poems by individual members.

Look To This Day, an anthology of 100 pages, issued by the Society, 1944, is published by Ward Ritchie Press, 1936 Hyperion Avenue, Los Angeles; price, \$2.

Margaret J. E. Brown, head of the English department, Alhambra City High School, who kindly brought this beautiful book to our notice, states that the Society has 48 members, of whom 10 are teachers. The Federation has several hundred members with chapters throughout Southern California.

\* \* \*

## Jobs and Careers

B. N. Fryer, Santa Barbara

**W**HILE it is not to be expected that junior-high-school youth will be immediately interested in careers presented baldly as such to their attention, it would appear sound procedure to lift sights in Industrial Arts work occasionally from jobs for earning to the more extensive objective.

Professional sensitiveness and attitude spring from perception of service to society. Some notice of awareness for this on the part of individual citizens might well be spread throughout other instruction to young people. The objective is stated in most educational courses of study, but it is of peculiar significance in Industrial Arts: it cannot be imparted too early, in pervading homeopathic doses; Industrial Arts work branches away in many directions like a river among the deltas of communal life.

The idea is in the nature of hitching wagons to stars; more will become citizens giving service to society through daily work if given glimpse of the career that fills lives rather than keeps eyes glued to jobs that fill pockets, important as they are.

Reason for advocacy of pervading job instruction with career point-of-view would place educational practice in line with upsurge of the middle class evolution of the nation. Formerly careers were open only to privileged people. Jobs were for the under-privileged. Early middle-class people rose to careers or descended to jobs.

Only the privileged were expected to realize duties and responsibilities, or were thought capable of realizing them. They didn't always fulfill expectations. Middle-class spread of modern citizenry brings realization of duties and responsibilities nearer home, through participation in taxes and their disbursement, in which increasing numbers of the population share.

Preparation for middle-class life, on its higher levels, is a worthy aim in the schools, career viewpoints to furnish broader interest in jobs being one way of such preparation.

## POSTWAR IS NOW

*Agnes Samuelson, National Chairman, Committee on Social Education,\* National Congress of Parents and Teachers*

**T**HIS should be the V-Year in education. There will be D-Days and H-Hours in the months ahead, and the schools must be ready to advance. If the schools are to meet the problems of reconstruction as effectively as they have met every demand made by the war, even greater planning and cooperation will be needed.

The planning involves the reconversion from a wartime to a peacetime program. What kind of schools should be provided after the war? What new emphases should be made and what new groups should be served? How should the program be extended to reach all age levels, and how should it be improved to offer students the essentials of a good education? To resolve these questions and others equally pertinent into specific and workable answers is no small task.

Included also in our planning is the matter of personnel. What kind of staff will be needed to put the program into effect? How can the teaching profession be rebuilt? How can teaching as a career be made attractive to young people? How can competent teachers be recruited and retained? How can the standards of teaching\* be advanced and the status of the profession be protected? It is hard on children and unfair to taxpayers when teaching positions must compete with positions in government, industry, business, and agriculture.

Another area that must not be overlooked is that of school finance. How to uphold school revenues, revise taxing systems, modernize school laws, replace outworn equipment and materials, improve the school plant, secure economical and efficient school district organization, and coordinate the work of the schools and other agencies—these are not mere academic questions. They are realistic and practical, and along with them

we must also consider the relation of the Federal government to the schools.

In a few weeks many of the state legislatures will be in session. School legislation that will affect the character of American education for years to come will be under discussion. Will this legislation have the right of way? What better monuments can be built to honor the heroes who have fallen in this war than to develop good schools for their children, to help those children to find their wings? Now is the time for school legislation that will make it possible for our schools to serve as agencies of reconstruction as well as instruments of victory.

To secure the leadership and cooperation needed to bring about needed school legislation, call on your parent-teacher groups. They are committed to work for child welfare; for adequate laws for the care and education of youth; for closer working relationships between school and home; and for the development, between educators and the public, of such united efforts as will secure for every child the highest advantages of physical, mental, social, and spiritual education.

They are eager to help with improvement of schools, not by trivial busy work but by constructive undertakings. Through the PTA the objectives and the program of education can be interpreted, community interest in the schools can be mobilized, and articulate spokesmen for schools can be discovered and encouraged to make themselves heard.

**C**ALL upon the PTA. Now is the time to do the planning, develop the teamwork, and produce the unified action that will usher in V-Day for our school children.

Character and Citizenship, a magazine devoted to citizenship training, is published 10 times a year, monthly except July and August, by Character and Citizenship Associates, 53 West Jackson Boulevard, Chicago 4, Illinois. Editors are J. M. Artman and Thomas H. West; subscription, \$2.50 per year. Now in its 9th volume, this helpful periodical has much material of value to all teachers on all levels of education.

\* \* \*

Education . . . a mighty force! its role in our future, is a 16-page illustrated brochure, striking in design and content, published by NEA, 1201 Sixteenth Street, NW, Washington 6, DC. It depicts the power in education and declares to fail to utilize this power for creative good is the greatest folly an individual, a community, a state, or a nation can commit.

\* \* \*

### Your School Radio

**FM** FOR Education, a 20-page illustrated bulletin of U.S. Office of education, gives suggestions for planning, licensing and utilizing educational FM radio stations owned and operated by school systems, colleges and universities.

The reason for issuance of this bulletin is found in the statement by Chairman James Lawrence Fly of Federal Communications Commission: "If education doesn't want and doesn't need those channels (FM channels reserved for Education), and if it doesn't prove its desires and needs by actually making intensive use of them, history is going to repeat itself, and Education will again find that it is left with memories of a lost opportunity."

This challenge is being accepted by American education. Applications from school systems and colleges are coming to the FCC. The Radio Service of the U.S. Office of Education, through this and other aids, and advice, stands ready to assist American educators who will not wish to see this priceless opportunity lost.

\* \* \*

A recent publication of Caxton Printers, of Caldwell, Idaho, is *Polo Pals*, by May Hall Thompson. This book contains an interesting story of private school life at Ocotillo Ranch School in Arizona. A principal activity of the boys of this school is polo, another is caring for horses. Throughout the volume interest is maintained by the activities of these young polo players and stories of their various activities. The book is splendidly illustrated by Franklin Hess, a cowboy artist; price, \$2.50.

\*National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.

## THE ART OF SHARING

Sadye R. Lewis, Oakland; President, California Association for Childhood Education

**T**HE historical background of Association for Childhood Education reveals a unique picture of a leadership inately imbued with the spirit of sharing.

Originating in 1892 as International Kindergarten Union, members met and exchanged ideas and ideals with educators of other nations. This practice has continued as a permanent policy.

During the years 1930-31 the National Council of Primary Education united with International Kindergarten Union. In 1930 the latter had adopted a new constitution and the name Association for Childhood Education.

Educators interested in children of more advanced age groups and in the earlier years have actively entered the Association. This natural expansion has served to contribute a broader vision for all members in the field of Childhood Education.

Several factors are guiding the thinking of California Association for Childhood Education in order to attain certain goals:

1. The statement of purpose of the International Association, which is as follows: "To gather and disseminate knowledge of all movement for the education of children; to bring into active cooperation all childhood education interests including parent education; to promote the progressive type of education in nursery school, kindergarten, primary and the middle school, and to raise the standing of professional training for teachers and leaders in the field."

2. Resolutions and a Plan of Action for 1943-45:

Resolution 1. There is the problem of taking care of the children.

Resolution 2. There is the problem of emphasis in what we shall teach.

Resolution 3. There is the problem of educating teachers.

Resolution 4. There is the problem of improving ways of living and working together.

Resolution 5. There is the problem of teachers leaving the profession.

Resolution 6. There is the problem of living in a World at War.

3. We have the precious tradition that

we serve children no matter how great the cost.

4. A plan for careful evaluation, so that we may assist in setting up goals superior to those previously articulated. California's procedures have been outlined for the expressed purpose of working together for worthwhile contributions.

Two studies are now in progress. The title, Parent-Teacher-Child-Community Relations, is partially self-explanatory. It involves the compiling of statewide records of individual and group conferences held by teachers with parents or the caretakers of children. A simple form is used with reasons listed as conditioning factors in the home, physical health, mental health, social adjustments, habits, special talents and results.

Tabulations to date have been gratifying. They denote a marked interest and stimulation in this type of activity.

Minority Groups in California is a study designed to provide understanding of peoples in our state who because of numbers are termed minority groups. At the beginning of this venture it has been cited that terminology is important—that the term

Sadye R. Lewis  
President California ACE



"Minority" is not acceptable to some groups. This suggestion was offered by one group in a friendly manner, which, in itself, intimates a wish to be understood. It is that spirit of cooperation which everyone welcomes. Members and non-members have been invited to submit material for these studies.

Thus two needs, as disclosed in the 1943-45 Plan of Action, both vital to the present and immediate future, have become a part of a workable program.

New goals consistently present themselves for consideration.

An incident which happened today and similar ones which have occurred previously are convincing that challenging demands are ours for the future. How necessary will it be that we exercise prudence to provide a world which affords stability and security for children such as Sherry?

**S**HERRY, age 5, a comely child, starry-eyed, with neatly arranged pigtails, tied with plaid bows, met her teacher at the door. With tears splashing over her cheeks and sobs which touched the heart she attempted to relate her troubles. "My daddy has gone away and is never coming back," she said.

A hurried call to her mother explained that her father had called to say his goodbye before leaving for an embarkation point. The mother had carefully controlled her own emotions.

After the teacher had completed a chart, "to show daddy how tall Sherry was when he left" and an explanation about people departing, Sherry was calm. She returned to her room to participate in activities with her friends.

Apparently all was well until dismissal time. Suddenly Sherry grew pale and remarked, "My tummy hurts." The teacher inquired, "Would you like to have me take you home today?" Sherry's reply was, "Yes, please, that will make my tummy feel much better."

All this seems normally child-like but the final reaction was unexpected. Seating herself beside the teacher she remarked, "If you will back up and go down one block to the Home Store, I can buy the ice cream I need to buy."

The proprietress had no record of an order but willingly supplied the ice cream and the plainest possible cookies because my little brother may eat only that kind." It was an unusual strategy. Sherry needed that ice cream for Mother, Auntie and



brother because it was her weapon for use to bolster her mother's morale, which the 5-year-old had sensed was at a low ebb.

Thus another challenge presents itself for review and possible inclusion as a Resolution in the 1945-47 Plan of Action. *There is the problem of easing emotional strain on children both during wartime and when the peace comes.* It assumes large proportions and is worthy of intensive study and careful preparation.

California Association for Childhood Education begins the 1945-47 cycle with renewed vigor. While continuing to work toward the solution of problems as presented, there is the sincere desire for a unified action with all educators "to serve all the children of all the people."

\* \* \*

### Scientists for Tomorrow

**T**HE film, *Scientists For Tomorrow*, which tells the fascinating story of the annual Science Talent Search, is available for showing in high schools and before other school and civic groups. The Search, now in its 4th year, is administered by Science Clubs of America and sponsored by Westinghouse Electric & Manufacturing Company.

In depicting the selection of 40 most scientifically-promising boys and girls from 15,000 entrants, the film takes its audience from the school classroom, where the Search begins, to the exciting climax in wartime Washington, where the outstanding students attend the 5-day Science Talent Institute with all expenses paid.

At the Institute, the two Westinghouse Science Grand Scholarships of \$2,400 each are awarded to the outstanding girl and boy, and eight other Westinghouse Science Scholarship awards of \$400 each are made. An additional \$3,000 in scholarships may also be given at the discretion of the judges.

Opening with a showing of some of the marvels of scientific achievement today, the film outlines activities of the nation's science clubs. Then, after showing interested students taking prepared examinations under the direction of their own science teachers, the film depicts activities along the route to the final selection of winners. Participants papers are graded by noted men of science and education and, through

a system of further study of their talent, the finalists are chosen to make the trip to the nation's capital.

Scenes taken at this year's Institute show the youthful aspirants demonstrating their favorite projects before leading scientists and educators and discussing their favorite subjects with the nationally-known authorities.

Runs 20 minutes; available on 16mm or 35mm film, black and white with sound.

The film *Scientists For Tomorrow* is available for showing, without charge, through the Motion Picture and Speakers Bureau of Westinghouse Electric & Manufacturing Company, 306 Fourth Avenue, Pittsburgh, Penna.

\* \* \*

### Legion of Merit

**L**T. COL. Anna Walker Wilson, WAC staff director for the European Theater of Operations, receives congratulations upon winning the Legion of Merit for "exceptionally meritorious conduct in the performance of outstanding services as Director of the Women's Army Corps personnel, headquarters European Theater of Operations."

The award was made and congratulations added by Lt. Gen. John C. H. Lee, commanding general Communications Zone, European Theater of Operations.

Colonel Wilson has been ETO WAC staff director since April 14, 1943. She entered the service from Studio City, California, in July, 1942. Before her enlistment she was head of the health and physical education departments, Beverly Hills High School. Colonel Wilson is the first member of the Women's Army Corps to receive the Legion of Merit. Official U. S. Army Photo, Washington, DC.

Lt. Colonel Wilson of Beverly Hills



### Teachers Retirement

Conversion Factor Table for the Teachers Retirement System

Louise Beyer Gridley, Chairman CTA State Committee on Retirement

**W**HEN the general provisions of the State Teachers Retirement Law were outlined in the October, 1944, issue of the *Sierra Educational News*, Pages 9, 10, the approximate conversion factors were given for computing the retirement benefits before age 63, as used by Mr. Bashore's committee, since those to be used by the State System were not yet available.

The following table, with its few differences from the one published in October, Page 10, and the inclusion of factors for age 50, is the table which will be used by the Retirement Board.

Table below furnished by Ralph R. Nelson, Actuary for the California State Teachers Retirement System:

The following factors, to be applied to reduced Retirement Annuity benefits if retirement is below 63, are shown at even ages and are carried to only two decimals for ease of calculating estimates, but in the retirement office they will be carried further, ages will be taken to quarter years, and the results will differ slightly:

Age at Retirement	Factor	
	Men	Women
50.....	.44	.47
51.....	.46	.49
52.....	.49	.52
53.....	.52	.55
54.....	.55	.58
55.....	.58	.61
56.....	.62	.65
57.....	.66	.69
58.....	.70	.73
59.....	.75	.77
60.....	.80	.82
61.....	.86	.88
62.....	.93	.94
63.....	1.00	1.00

\* \* \*

### Conservation Material

**T**EACHERS throughout California should plan for the observance of California's Conservation Week, March 7 to 14.

California Conservation Council and the State Department of Education expect to mail sets of material to Superintendents and Principals in January.

Address, Pearl Chase, 209 East Canon Perdido, Santa Barbara, if you wish material mailed directly to you. Please state grade and special interests.

# TESTS IN HIGH SCHOOL

John R. Yale, Executive Editor, Science Research Associates, Chicago

SEVERAL teachers were discussing their next social gathering. "Miss Symons, you are chairman of the program," said Miss Betts. "What is it going to be?"

"I've invited a test expert to speak to us," Miss Symons answered. "He's going to tell us about different types of high school tests and how to use the results."

Miss Betts looked pleased. "Well, thank goodness for that," she said. "At least I am going to find out just why we have been giving the Otis all these years!"

Let us think of this as an amusing story and believe that it is not as typical of the situation in most schools today as it once was. Yet what kinds of tests are valuable to the average high school, and how can their results be put to worthwhile use?

## Appraising Students Strengths and Weaknesses

First of all, the purpose of standardized tests should be considered. Today the emphasis in education is being shifted from the curriculum to the student. This is more and more becoming the trend of good teaching. But if teachers are to work more with young people individually they need to know the strong and weak points of these students.

In the past, teachers depended on most unreliable methods for judging certain traits: height of forehead was thought to be indicative of intelligence; long, tapering fingers showed an aptitude for painting or music; steady gaze proclaimed an honest, well-adjusted personality. Today, however, use of standardized tests helps us make far more accurate judgments of abilities and aptitudes than those guesswork methods of the past.

We are going to make judgments of a student whether we use tests or not: of his resourcefulness, his "stick-to-it-iveness," his proficiency in a subject,

and his own general mental ability. Observation is still a good method for making judgments in some areas, but in those aspects of behavior which can now be measured by tests, is the teacher not much more wise to get all the help she can from objective instruments rather than depend upon personal evaluation?

## Kinds of Tests

When we give a test we simply provide a standardized observational situation for a given sample of behavior. The real purpose of testing is not to class a student as passing or failing, but rather to point out areas needing special attention or additional emphasis. The standardized test enables the teacher to compare the individual's level of performance with that of others of the same age or grade. It is merely shown that he can do a certain thing better than a large proportion — or a small proportion — of people like himself. Thus when we say he is in the 90th percentile we mean that his performance was better than 90 per cent of other students at his level.

Three ways in which tests are frequently classified are: type of equipment needed; time-limit or work-limit conditions of administration; and type of behavior being measured.

## Tests of General Scholastic Ability

In terms of equipment needed there are two broad kinds of tests: paper-and-pencil tests useful for group administration, and tests requiring individual administration. Time-limit tests are tests in which the student does as much work as he can in a certain length of time, while work-limit tests allow the student to work until he finishes or can go no farther. Types of behavior being measured include: general scholastic ability (intelligence); subject-matter achievement; special aptitudes; vocational interests; and personality. (In this article no attempt is made to discuss more specialized types of tests such as diagnostic instruments and others.)

Tests of intelligence (in practice, really

the ability to do school work) in the last decade have found their way into most schools. There are scores of different scholastic ability tests on the market. Results are given in terms of either the I.Q. (100 times the mental age, as shown by the test, divided by the student's actual chronological age), or the percentile rank (the student's position in relation to 100 per cent of the population of his level).

The best known mental ability test is probably the Revised Stanford-Binet. Its result is given in terms of the I.Q.; its only drawback for large groups is that it must be administered individually. Among paper-and-pencil tests (and all other tests mentioned in this article are paper-and-pencil tests) are the American Council on Education Psychological Examination for High School Students; the Otis Self-Administering Tests of Mental Ability; and the Thorndike's Chicago Tests of Primary Mental Abilities. The latter is noteworthy in that it gives scores in six different kinds of mental ability: number ability, ability to see verbal meaning, ability to see spatial relations, ability to use words, ability to reason, and memory.

## Tests of Subject-Matter Achievement

Like final examinations of the objective type familiar to all teachers, achievement tests measure students' strengths in the various areas of school work. By giving batteries of achievement tests administrators and teachers can see how well their students are doing in various areas of the curriculum as compared with those in other schools throughout the country. Well-known achievement tests are: Metropolitan Achievement Tests; Iowa Every-Pupil Tests of Basic Skills; Stanford Achievement Tests; and Cooperative Achievement Tests.

## Tests for Special Aptitudes

Aptitudes may be narrowly defined as potentialities which can be developed into special skills useful in later job adjustments. While high scores on achievement tests usually can be rightly said to indicate high aptitude in those areas the tests cover, it is often advisable to measure aptitudes directly.

While test builders are beginning to construct instruments to measure aptitude for work in art, music, science, social service, and so on, the average school will probably find it most practicable at first to measure only clerical and mechanical aptitude. Measures in these areas will help indicate which course of study is best for a student to follow.

The Minnesota Vocational Test for Clerical Workers is a good general clerical aptitude test, while the ERC Stenographic Aptitude Test gives a reliable prediction of a student's aptitude for learning shorthand

in high school shorthand courses. As mechanical aptitude tests, the Bennett Mechanical Comprehension Test and the Stenquist Mechanical Aptitude Test are probably most widely known.

### Tests for Vocational Interests

Interest tests, of which Kuder Preference Record and the Strong Vocational Interest Blanks are popular examples, attempt to point out the field or fields of work toward which the student has the greatest "natural" inclination. While at early ages interests of students change frequently, it appears that interests tend to be fairly well-established by the age of sixteen. Interest tests do little to help the student to pick a specific occupation; their purpose rather is to help him establish the general field of work toward which he is most inclined, and thus the course of study best for him to follow.

### Personality Tests

While great confusion exists in the area of personality and its measurement, and results of personality tests must be used tentatively at best, personality tests, if answered frankly and truthfully by the student, are still more reliable than personal judgment. Two reasons for giving personality tests are these: we must identify the seriously maladjusted student as early as possible, and we must make some attempt to determine the appropriateness of the student's personality type for the broad occupational field into which he may plan to go. Popular personality tests are: Bell's Adjustment Inventory; The Personal Audit

by Adams and Lepley; and The Personality Inventory by Bernreuter.

### What to Look For in a Test

There are several questions about tests which the teacher will want to take into account in selecting the best possible instrument for her school. 1. Was the test well standardized; that is, are the norms based on a sufficient number of cases and on cases sufficiently representative? 2. Is the test reliable; that is, can you count on it and its parts to measure accurately and consistently? 3. Does the test have validity; that is, does it really measure what it is supposed to measure? 4. Is the test easy to score, not too long to administer conveniently, and too expensive in price? Data on these points are given in catalogs of most test publishers and should be especially noted by anyone selecting tests.

### Getting the Best Value from Tests

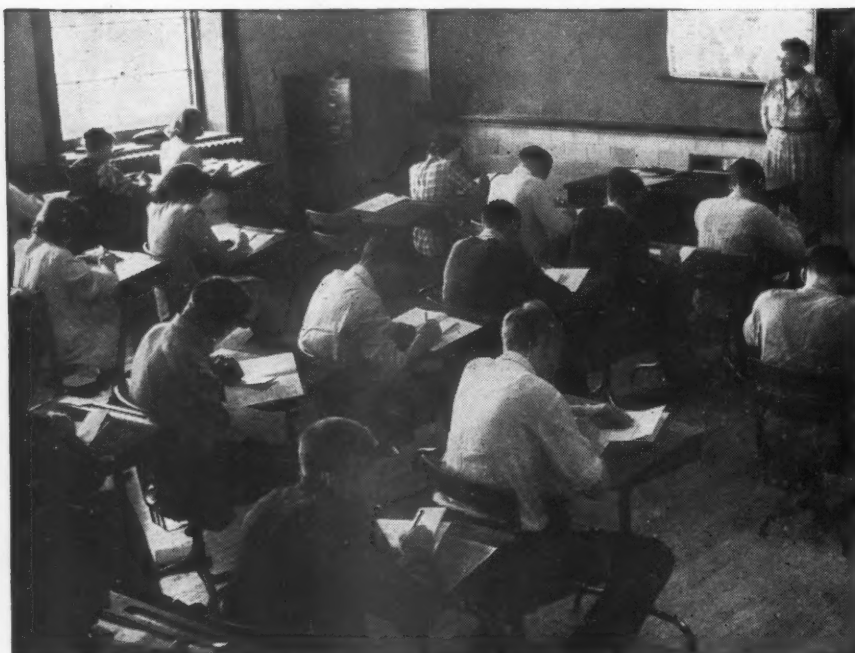
No high school testing program, such as outlined in this article, can spring forth fully developed. Instead, the school will find it most advisable to go ahead with one part of the program at a time. As tests are understood, their value appreciated, and

their results put to use, the school can institute still another phase of the program.

To the teacher, test results will be of aid in individualizing her instruction. She will know that one student is not working up to capacity and needs more challenging work, and that another student cannot do quite so much and needs special help. She will get a clear indication of the relative quality of her instruction when achievement tests are given. Whether a teacher attempts to give guidance services, or whether there is a special counselor for this, a knowledge of student aptitudes, interests, and personality characteristics will help every teacher to know her students intimately and understand their strengths and weaknesses, their state of mind, and their aims.

To the administrator the testing program will provide an objective evaluation of his school. Are the classes at a reasonable standard of academic achievement? Is the curriculum doing the thing it is supposed to do, or are there areas which need more attention? Is there a need for more emphasis on social development or is it scholastic achievement that needs attention? Even the morale of the school can be judged from tests.

*Achievement tests measure students strengths in the various areas of school work*



**I**T takes time, work, and study to develop a good testing program. Teachers and administrators may want to take special courses in measurement, or attend workshops, where professional experts come in to teach and assist with problems. There is increasingly less place in the school of today for teachers like Miss Betts.

It takes cooperation to develop a good testing program. Certainly the program cannot suddenly be forced upon the school "because we ought to do some testing here." Teachers, parents, and students must be taught the value of tests, come to realize that they are helpful modern instruments for bringing about better student adjustment. It goes without saying, moreover, that there should be con-



tinual cooperation among teachers in the use of test results.

Finally, it take a professional attitude to develop a good testing program. A story too horrible to believe is the one about the school, very proud of its new intelligence tests, which published all student I.Q.'s in the local newspaper! Teachers who gossip about scores and clerks who are careless with papers will arouse community antagonism which will take years to overcome. The purpose of a testing program is to help the school provide better education. Unprofessional handling of the program will prevent the realization of full benefits from one of the most encouraging means yet devised by which our schools can really educate for successful living.

\* \* \*

### New Arithmetic Series

World Book Company Issues Arithmetic for Young America

**W**ORLD Book Company has brought out an important series in 6 books, grades 3-8, entitled Arithmetic for Young America, by Clark, Hoye, Baldwin, Schorling and Smith, embodying important new trends in arithmetic teaching.

The same subject-matter for grades 7 and 8 appears also under the title of Fundamental Mathematics Books One and Two for use in junior high schools; so, while there are really 8 different books, only 6 grades are covered, namely 3 through 8.

This new series develops progressively the important concepts, computational skills, and relationships needed for power and resourcefulness in using numbers. The authors organize the learning into a meaningful system of ideas—the pupil is trained rigorously for clear, precise thinking in quantitative situations. He is provided with the practice, self-diagnosis, and remedial work required to make learning permanent.

Because the study of arithmetic and mathematics is being stressed as never before, owing to the demands of the present technical age, the World Book Company series is of special significance.

California representative of the company is Clyde S. Jones, 116 New Montgomery Street, San Francisco 5. The Los Angeles office is at 1233 South Hope Street, zone 15.

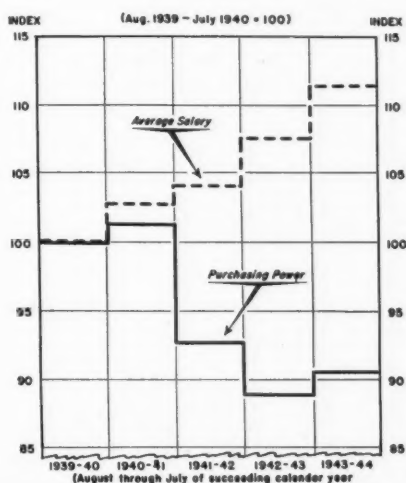
## TEACHERS SALARIES

**P**RICE Control and Teachers Purchasing Power in 1943-44 is the title of a release issued by OPA to education journals. Space limitations prohibit our publication in full of this excellent statement. We are pleased, however, to reproduce 2 charts from the release, which stresses the important role of price-control in protecting the buying-power of teachers salaries. The report shows that in the brief 4 years between 1939 and 1942, the lag of teachers salaries behind price increases represented a hidden salary cut of 11%.

In the present world war, declares the report, the relative stability of the cost-of-living has been due to the price-control work of the government and the people.

Chart 1

Teachers Average Salary and Its Purchasing Power in Present War



This graph shows that during World War II teachers average salaries have increased.

The average salary of school-people has increased from \$1441 in 1939-40 to \$1625 in 1943-44—a rise of 12.8%.

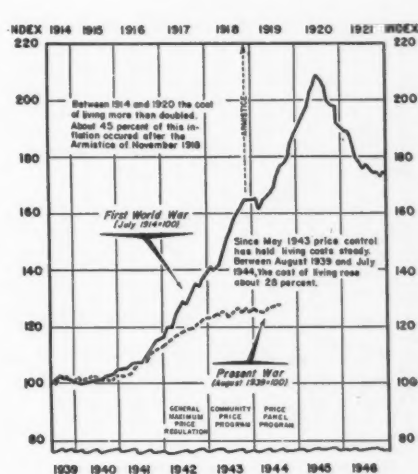
Teachers purchasing-power in 1943-44 was 9.4% below the 1939-40 level.

Sources: Indexes of average salaries computed from data provided by National Education Association. Indexes of purchasing power computed from data provided by U. S. Bureau of Labor Statistics.

Educational Services Branch, Department of Information, Office of Price Administration, chart by OPA Graphics.

Chart 2

Cost of Living in First World War and in Present War



This graph compares the cost of living during the two world wars.

In World War II, price control has helped to stabilize the cost-of-living, which in July 1944 was about 28% above the August 1939 level. In the comparable month after the outbreak of World War I, the cost-of-living was about 69% above the level of July 1914.

Source: U. S. Bureau of Labor Statistics. Educational Services Branch, Department of Information, Office of Price Administration, chart by OPA Graphics.

The Annual Reading Conferences at Claremont Colleges have attained national recognition because of their high quality and importance. 9th Year Book, 168 pages, paper covers, reporting the 1944 conference may be obtained by addressing Claremont Colleges Library, Claremont; price \$2.50. Peter L. Spencer, professor of education there and director of the conferences, in a 4-page preface, gives a helpful synopsis and background material.

The John Dewey Society has issued its 7th yearbook, the Public Schools and Spiritual Values, written by a distinguished group in collaboration and edited by John S. Brubacher, associate professor of education, Yale University. This important volume of 230 pages is published by Harper and Brothers, 49 East 33rd Street, New York City 16; price \$2.50. The yearbooks are concise and basic contributions to educational literature.

# DANCING AT SCHOOL

## SUGGESTIONS FOR THE DANCE TEACHERS

Henry Glass,\* Oakland Public Schools

**D**ANCING as a part of the school curriculum may enjoy the same advantages other subjects receive through keeping a record of data and experiences. All teachers, to various degrees, keep records of units, projects, and successful ventures which they find helpful in planning future areas for study and experimentation. A record of past achievements is not only helpful in evaluating past activities but acts as a guide toward planning future projects and programs. Thus the dance teacher in the public schools may find inspiration in applying general classroom aids and techniques toward a more comprehensive dance program.

To initiate this development one may obtain a notebook in which the daily dance activities with a concise evaluation, negative and positive, are listed. As an example, I offer a page from my own diary, describing my dancing activities as a teacher in Lodi Public Schools:

### My Dancing Diary

Monday, March 11, 1943

1. Creative Dancing. Good results this week. Children are showing a marked desire to create their own dances. This is probably due in part to the motivation inspired by the Dance Chart where they are credited with creating original dances.
2. Program Today for the 5th Grade.

1. Captain Jinks (stealing gives a game effect that they enjoy).

2. Sicilian Circle.

3. Seven Steps (must watch timing and crowding).

4. Tap Dance — girls created a tap dance to Turkey in the Straw which others will enjoy.

3. Seventh Grade — Square Dance Group

1. Discovered emphasizing masculine qualities of square-dancing paralleled with the activities of a cowboy a good way to present square-dancing.

2. Must give the group a good basis in fundamentals.

3. Keep changing partners as a means of creating social interest.

In keeping a record of your dance activities you may note the following things:

1. Dances on the day's program for each class.

2. The relative success in presenting new dances.

1. Improvements that may be used.

2. The results of the presentation.

3. Special developments.

1. New ideas of the pupils, or suggestions from the pupils.

2. Comments of the pupils.

4. General Reactions — a general overview of the activities. Usually you will discover that your ideas are more exact and definite if you list your comments daily after the dancing period or at the end of the day.

### The Dance Chart

Following a procedure that offers a successful means of motivation in other classroom work, you will discover a dance chart to have many possibilities.

The dance chart may be made from a large piece of tagboard. The heading may be simply titled "Our Dance Chart," or any general title printed or cut from bright-colored paper. Peasant figures may be used as decorative additions. As an illustration of a dance chart, the following gives a description of the one used in our 5th grade classroom:

1. "Our Dance Progress" formed the title at the top of the page.

2. Names of boys and girls were listed alphabetically along the left hand margin running vertically.

3. At the bottom of the chart, running horizontally, were listed the different techniques to be mastered as: polka alone, polka with partner, polka with group, etc. Dance technique was marked off into the following categories: folk-dance steps, tap-dance steps, social-dance steps, creative dances. In each category the steps were listed progressively as the difficulty of performance progressed.

4. The method of checking progress was facilitated by marking the chart in checkerboard fashion. Different colors were used to mark development as: purple — ability to grasp a technique quickly; black — mastering a certain pattern; red — for creating an original dance. A key for the above standards was listed at the bottom of the

chart. Generally, the nature of the chart was similar to those used for arithmetic, reading, or spelling progress.

A chart of this type may serve a number of purposes.

1. It tells the progress of the individual child.

2. It gives the teacher a picture of classroom progression in grasping technique, thus enabling the teacher to plan her dance program.

3. It separates those individuals who need special help from the teacher or classmates. The pupil was not limited in receiving recognition in a single day or week. Recognition was given when the technique was mastered.

4. It motivated the children to master basic techniques enabling them to enjoy and widen their dance experiences.

### Motivation

5. It motivated the children to create new dances from fundamental steps and patterns. To develop interest and initiative the children were given a wide latitude of opportunity to gain recognition. Thus, at any time a child could approach the teacher and show his new dance or mastery of a step. The children would thus come throughout the day in the morning, at recess, lunch time, and before the dance class to demonstrate their abilities. The end result was the encouragement of the children to carry on their dance activities beyond the classroom. Individuals who lacked the complete coordination of the others had a further opportunity to receive recognition by presenting a dance in cooperation with others.

As a check on the value of the dance chart, a paper was listed below it on which the child would sign his name. This afforded a general measure of the use of the chart. The results were:

Date	Children Signing Chart
February 9	26
February 15	16
February 19	23
February 25	10
March 1	33
March 10	22

A survey of the interest as shown by the signatures of the pupils showed that new hurdles introduced periodically whetted their interest.

**C**HILDREN, like adults, like variety and one discovers greater results by varying one's program. The following suggestions and directions were successful in our program and

\* University of California Extension Teacher; Teacher, Bret Harte Junior High, Oakland; Former Teacher, Arthur Murray Dance Studios.

indicate the use of different approaches to dancing:

Divide your dance class into a number of boys and girls. Tell the children that they are going to have a dance competition to discover the best group. On the board list the standards on which they will be judged. Appoint a chairman for each group and allow each group to pick one dance they wish to perform and one you select. Allow each group 10 minutes in some section of the dance room to practice their dance. Call the children together and have them perform for each other. One discovers that not only do the children strive for better results by measuring their activities against standards but they have a lot of fun in performing for an audience.

If you are not satisfied with your dancing program, compare it with your successful teaching subjects. You will generally discover you can improve your class response by using challenging approaches, accessory aids and all ideas and experiences aimed at an enriched and enlarged dancing program.

American Youth

IN the planning of and building for a strong country, the education of Youth should have first consideration. The war has reminded us of many virtues and ideals that we have forgotten. One of them is the duty we owe to our youth in the provision of their education, not education merely in terms of books, credits, diplomas, and degrees, but education in terms of preparation for living and earning.

National Association of Secondary-School Principals, after careful study of the whole educational program for those of secondary-school age in the post-war years, has prepared a summary in which is emphasized the need for planning for the welfare of youth now. It has recently published a 64-page pamphlet, attractively illustrated in color, by Professor J. Paul Leonard, School of Education, Stanford University, California.

Copies of this outstanding report, suitable for use in professional meetings and with citizens groups, can be secured from National Association of Secondary-School Principals, 1201 Sixteenth Street, NW, Washington 6, DC; 25 cents a copy.

YOURS . . . for the Asking

A list of Free and Inexpensive Classroom Helps Available from Sierra Educational News Advertisers.

COOPERATE with the coupons. They are eager to work for you. All you need do is jot down your name and teaching position, with the name and address of your school, and drop the coupons in the mail. The material you will receive may help you work up a lively stunt. Or it may contain the key to the puzzle of some teaching problem.

20. Exercise is Vital Chart for gym classes. With it copies of Am I Physically Fit? leaflets are provided for junior and senior high school students by teachers of health and physical education only. Specify number of boys and of girls in classes to be covered. (Bristol-Myers.)

21. A Pictorial Booklet tells you how to visit Old Virginia via motion pictures. Films on a great variety of subjects are loaned without charge, except for the cost of shipping. (Virginia Conservation Commission.)

22. The film Scientists for Tomorrow, which tells the fascinating story of the annual Science Talent Search, is available for showing in high schools and before other school and civic groups. The film takes its audience from the school classroom, where the Search begins, to the exciting climax in wartime Washington, where the outstanding students attend the 5-day Science Talent Institute with all expenses paid. Free except for transportation costs. Allow one month for delivery. (Westinghouse.)

23. Reprints of advertisement from December issue on an American industry's school of industrial education and its rapid conversion from peacetime to wartime training. (General Motors.)

24. Manual on Opaque Projection contains specific suggestions for the use of opaque projectors for lantern slides as well as pictures and text from current magazines and newspapers. It includes some teaching techniques printed for the first time. Used as a text in summer school visual education courses. (Spencer Lens Company.)

HOME APPLIANCES

WESTINGHOUSE OFFERS REVISED HANDBOOK FOR TEACHERS

A REVISED edition of A Reference Handbook on Electric Home Appliances, released by Home Economics Institute of Westinghouse Electric and Manufacturing Company, now includes a page on electricity in the home, telling briefly in simple language how it is generated and measured, a page on home electric circuits and their protection, and another on adequate wiring.

Two pages of the revised manual, for use as an aid to teachers of home economics and home management, are devoted to automatic washing machines, and one each to home freezers and electric clothes dryers. All of these products will be manufactured by Westinghouse Electric Appliance Division, Mansfield, Ohio, during the post-war period.

Teaching outlines for each of the 7 sections of the manual in courses on equipment, food preparation, homemaking,

laundry and clothing are for classroom use. They cover: Section 1, Electricity in the Home; Section 2, Modern Kitchen—kitchen planning, the electric refrigerator, home freezer, dishwasher, range and roaster; Section 3, Electric Water Heater; Section 4, Laundry—the automatic electric washer, the manual electric washer, the electric iron, the electric ironer; Section 5, Electric Vacuum Cleaner; Section 6, Electric Fan; and Section 7, Small Appliances.

A foreword by Mrs. Julia Kiene, director of Westinghouse Home Economics Institute, is entitled, Aladdin Lived Much Too Soon! The manuscript has been reviewed by Dr. Helen A. Hunscher, head of home economics department, Western Reserve University.

A direct mailing of the book is made to 7,000 teachers in high schools and colleges, extension specialists in home management and nutrition, state home-demonstration leaders and state supervisors of home-economics education.

A desk copy of the manual is available free of charge, additional copies at 5 cents each from Westinghouse Home Economics Institute, Mansfield, Ohio.

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## OUR SCHOOLS ARE ALL RIGHT

*Mrs. Vida McDermott, Teacher, Edgemont School, San Bruno, San Mateo County*

**A**T the first teachers meeting of the Fall Term, the district superintendent of schools terminated his welcoming address with these stirring statements:

"The question today is not what's wrong with our schools but what's right with them! Is not the boy on the battle-front a product of the schools of our country? Who do you think is out there on the firing line, or in the Red Cross hospital, or on the construction crew, but the boys and girls who were in our classrooms not so very long ago . . . and from what we hear, they're doing an excellent job!"

These inspiring remarks are self-evident! Any clear-minded individual can readily conclude that the initial training of these young men and women began way back in the classrooms of our schools.

It was in these work-shops that sound traits of character were developed, so that these same people would be able to face and solve problems in life situations. Armed with such characteristics as adaptability, resourcefulness, co-operation, and receptivity, our servicemen and women are adapting themselves to the tasks that confront them.

For first-hand information, ask the teacher who is receiving letters from these young defenders of Democracy. One young C.B. stationed on the Atlantic seaboard wrote: "I came into the C.B.'s as a third-class carpenter's mate, but have been promoted to second-class machinist's mate." As a student in the 6th grade this C.B. was an energetic and conscientious plodder . . . always aiming to do a better job.

Another lad, now in the European Theater, modestly wrote: "I was fortunate enough to be promoted to a sergeant recently. Believe me, it surprised me as much as it probably surprises you." To one of his former teachers, this was not a surprise because she remembers well his excellent work as chairman of a social studies

committee. In that capacity he was an outstanding leader, expressing the qualities of initiative, fairness, and perseverance.

Pick up a daily paper and read for yourself of the accounts of courage, loyalty, and alertness exhibited by the men and women in the Service. One sailor who saw action in the South Pacific, visited one of his former teachers. He told how his ship was torpedoed. "It wasn't so bad," he remarked. "Shook me up a little . . . sort of made me more convinced than ever that nothing can break down the American spirit." Anyone can sense the sincerity in that admission. May not this seed of assurance have taken root on the class baseball-team years ago, or at the discussion-table in the back of the room, or maybe in some special monitorship entrusted to him in the 5th grade?

Any derogatory remarks thrust at our schools today are quickly refuted when one looks about him and sees the great job the school kids are doing on the home front.

Have you ever answered the doorbell to one of those "paper troopers"? Did you notice the gleam in his eye as he thanked you for your old maga-

zines and papers in behalf of his school?

Or have you ever had your shoes shined or your lawn mowed by those teen-agers who donate all the proceeds to the Red Cross?

Or have you observed how they are exceeding the grown-ups in their purchase of War Stamps and Bonds with money earned by themselves?

Is not this truly a display of unselfishness in its highest degree . . . unselfishness which counteracts the greed, avarice, and selfishness that underlie all wars!

**T**O us teachers lies the responsibility of continuing to lay a firm foundation for our boys and girls, so they can withstand any problems they may encounter. Yes, our schools will continue to be all right as we heed the valuable message in Daniel Webster's words:

"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something which will brighten to all eternity."

\* \* \*

• Business Education is a very useful mimeographed directory, 52 pages, of charts, exhibits, field trips, films, slides and film-slides, games, maps, phonograph records and transcriptions, pictures, posters, and publications, compiled by 3 New Jersey high school teachers, from materials collected by Dr. Lili Heimers, and edited by Margaret G. Cook. Dr. Heimers is director of teaching aids service, State Teachers College, Upper Montclair, New Jersey. Price 75c, remittance must accompany order. This comprehensive guide-book is of immediate use to all teachers in the field of business education.

\* \* \*

National Child Labor Committee, 40th Anniversary Report, The Long Road, a 56-page illustrated bulletin, is issued by the committee at 419 Fourth Avenue, New York City 16. Of specific help is the 5-page bibliography of the major field studies and other publications of the Committee in 1944.

### Teachers Aids

**C**OMMERCIAL Supplementary Teaching Materials, a 26-page monograph, discusses aids to teaching as furnished by business institutions. Single copies of the report may be obtained free of charge on application to the Consumer Education Study, of the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C.

So far as we know, declares Dr. Thomas H. Briggs, director of the study, this is the most complete discussion of the use of such materials in schools. It proposes criteria to govern the selection by teachers of booklets, pamphlets, and the like, and suggestions for their improvement in preparation.

## New Books for Young Readers

Laura B. Everett, Oroville

**ELIZABETH** Seeger's *The Pageant of Chinese History*, in its 10th printing, comes out with a new chapter, *The Republic*, of which the author says, "A tragic and heroic chapter has been added to the history of China and must be recorded." Out of a wealth of material, the author has chosen what seems "to symbolize important aspects of Chinese civilization." She is happy in her ability to present her great subject simply and interestingly. Longmans, Green, illustrated; \$3.

*What and What-Not, A Picture Story of Art*, by Kay Peterson Parker, is an exceptionally usable presentation of the story of art through the ages, told for the youngest readers and listeners. John and Lucy are told that Grandmother's house, with its what-not of unused things, is an example of the old way of building, when a large, well-furnished house had some of the qualities of a museum. The grade teacher will seize upon this book as a find. Houghton Mifflin; \$2.

*Baby Orang and Junior*, by Bernard and Katharine Garbutt, with crayon illustrations in color by Bernard Garbutt, will delight the very little people and give them a more intelligent interest in the wild animals of the other side of the world. Houghton Mifflin; \$1.50.

*The Sea Cats*, by Alice Curtis Desmond; illustrations by Wilfred Bronson. The exciting story of Ivan, the Aleut boy, who during a summer works as a sealer on the Pribilof Islands, to protect the fur seals. The attentive young reader will learn a great deal about the seals from this well-told story. Macmillan; \$2.

*Scrap Fun for Everyone*, by Evelyn Glantz, gives "401 things anyone can make." Scraps of oilcloth, tin cans, milk containers, paper plates, boxes and other things as easily secured are the materials from which, following Miss Glantz's diagrams and directions, one can make all sorts of useful and attractive things. Larch Book Company, 42 West 18th Street, New York City; \$2.75.

### Recent Poetry

**T**HREE outstanding volumes of poetry are these:

*Day of Deliverance. A Book of Poems in Wartime*, by William Rose Benet, in its more than 50 includes some of the most compelling poems that have come out of this War. Perhaps the greatest, the 8-page title-poem, is

"Written today, that it need never be  
Written in blood again for you and me."

Beginning simply, it attains poetic heights. Knopf; \$2.50.

*The Sound I Listened For*, by Robert Francis, is a collection of 70 brief poems, only a few of them running over a page in length but most of them surprising the readers as he finds how much has been said in that small space. Robert Francis is a Harvard man, as American as Emerson. Macmillan; \$2.

*The Golden Mirror*, by Marya Zaturenska, Pulitzer Prize Winner in 1938 for *Cold Morning Sky*, presents in her new volume about 50 poems, many of them on literary

themes: William Cowper, Rousseau, George Herbert, "A Song for St. Cecilia," "Cathedral Town: Idyll and Prophecy." A classical purity distinguishes her work. Macmillan; \$1.75.

Each of these books contains treasures that may be shared with some classes.

### For Your Department, Perhaps?

**A** SHORTER *History of Science*, by Sir William Cecil Dampier, author of the monumental *A History of Science*, is a broad survey, completely rewritten from the larger

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work. The author shows the relation of science to the rest of our culture. Let some of your thoughtful students get hold of this. Macmillan; \$2.

The Universe Around Us, by Sir James Jeans, 4th edition, revised and reset. In his preface the author says, "In the interval since the third edition appeared, astronomy has continued its triumphal progress . . . the star and the atomic nucleus have met and thrown light on one another, to the great improvement of our understanding of both. This and other outstanding advances have necessitated many changes in and additions to my book. A large part of it has been rewritten . . ." Macmillan; \$3.75.

George Bancroft, Brahmin Rebel, by Russel B. Nye. The author calls Bancroft "the first renowned historian of America" and "the man who caught the spirit of his age best." He was Polk's Secretary of the Navy and acting secretary of War, later our Minister to Great Britain and still later to Berlin. See that your high school juniors and seniors group him with Emerson and do not confuse him with H. H. Bancroft of the Native Races. Alfred A. Knopf; \$3.50.

### Jerry Voorhis of California

Beyond Victory, by Jerry Voorhis, Representative in Congress from California. "It isn't enough to make peace—we have to make peace work!" Here is a challenging discussion of the basic causes of war and the foundations of peace by a California schoolmaster, now in Washington. Farrar & Rinehart; \$2.50.

The Iliad of Homer, A Line-For-Line Translation in Dactylic Hexameters, by William Benjamin Smith and Walter Miller; illustrated with the classical designs of John Flaxman. The first line-by-line translation of the Iliad into English is a literary event of great importance. The translators are the philosopher and critic, William Benjamin Smith, and Professor Walter Miller, for years in the classical department at Stanford University, now Dr. Miller, professor emeritus at University of Missouri.

If in some other department you read The Iliad to your classes, give them the magnificent rhythms of this line-for-line translation. Some of your boys will think more highly of it when you say: "This is exactly the way it goes in the original Greek." Macmillan; \$3.75.

Hawthorne, Critic of Society, by Lawrence Sargent Hall, is a view of the "Romantic Rebel" for which lovers of Hawthorne have long waited. Hildegard Hawthorne, in her Romantic Rebel introduced her grandfather to young people in her portrayal of his happy homelife. Mr. Hall shows Hawthorne with "his devout democratic conscience" weighing "The moral problem to be found wherever the individual's maladjustment to society culminates in sin. . . . His whole intent was to portray

the American state of mind and spirit." The book will repay careful and continued study. Yale University Press; \$3.

This Was My Newport, by Maud Howe Elliott, is rich in literary reminiscences of her parents, Julia Ward Howe, the author of Battle Hymn of the Republic, and Dr. Samuel Gridley Howe, whose work for the blind has blossomed in Helen Keller; and Mark Twain, Marion Crawford, Colonel Higginson, Lucretia Mott, E. A. Sothorn, Edwin Booth, Justice Holmes, to mention but a few. The book is made timely by the chapters on the military and naval officers who have been associated with the city. However dignified the 19th century may have been, its wit was delightfully keen. The Mythology Company, Cambridge, Mass; \$4.

Country Neighborhood, by Elizabeth Coatsworth, is a book of stories and impressions of Maine, written with the delicate touch that distinguishes the author (who is Mrs. Henry Beston, wife of the writer and naturalist). Read it and lend it to the student who asks, "What's the difference how a thing is written?" Macmillan; \$2.50.

Bequest of Wings, A Family's Pleasures with Books, by Annis Duff, will come to many teachers in answer to a wish. It is recommended to parents. They should have and use it—and so should the teachers. The chapter, Poetry in the Nursery, invites the pre-school teacher. Poetry for Children, Fun with Words, Music My Rampart, A Brief for Fairy Tales, and the rest are richly practical in their suggestions. Viking; \$2.

Pioneer Art in America, by Carolyn Sherwin Bailey, with lithographs by Grace Paull, presents the early art-craftsmen in this country. It is written in story form for children, but teachers who wish to read from it to classes in the grades—and it is admirably adapted for such reading—will want to go over the stories carefully beforehand. The story, American-Eagle Portrait, in which Washington visits a paper-mill, will lend itself admirably to February 22. Viking Press; \$2.50.

\* \* \*

### Rural Education

ADVENTURES in Rural Education, a 3-year report by Committee on Rural Community High Schools and 7 cooperating Wisconsin communities, is a large, illustrated bulletin reprinted from Journal of Experimental Education; for copies address the committee at Education Building, University of Wisconsin, Madison 6; price \$1.

This admirable report by a voluntary association of school people and others interested in rural life is worthy of careful reading and study throughout California. We can learn much from this fine Wisconsin adventure.

### Houghton Mifflin Awards

TEN years ago Houghton Mifflin Company adapted to book-publishing the principle of financing literary work by means of fellowships. Since then, Houghton Mifflin Literary Fellowship Awards have won increasingly wide recognition among authors, critics, booksellers, and readers.

To mark the tenth anniversary of the awards, the Company has increased the regular awards to \$2,400 (closed January 1), and also offers a special award of \$1,000, exclusive of royalties, for a book of poetry.

Applications for the poetry award will be received until March 1, 1945; address the Company at 2 Park Street, Boston.

\* \* \*

Kenny Johnson, physical education coach in San Bernardino high schools since 1929, is on leave-of-absence for service with American Red Cross and has volunteered for overseas service.

\* \* \*

### Mesaland Series

UNIVERSITY of New Mexico Press, Albuquerque, continues its delightful series of children's books, entitled Mesaland Series, with Book 2, Hop-a-long, containing further adventures of little rabbit friends; price \$1.25. Book 1, Baby Jack and Jumping Jack Rabbit, was given extended notice on page 4 of the May 1944 issue of Sierra Educational News.

Fred E. Harvey, director of the press, states that the series is the University of New Mexico Press's first venture in juvenile fiction. The author made an extensive study of his animal subjects; the drawings are from live models. We believe this series, 15 titles in all, will be an outstanding contribution to juvenile literature.

The author, Loyd Tireman, professor of education, University of New Mexico, has worked extensively with children in the elementary grades. A gifted story teller, he has made a thorough study of desert animals and plants, and is well-qualified to write to children. Lay-out and charming illustrations are by Ralph Douglass, head of the department of art of University of New Mexico.



# CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, NORTHERN SECTION

*Mrs. Edith Armstrong, Teacher, Capay Union School, Yolo County; President of the Department*

**C**CLASSROOM Teachers Department of California Teachers Association Northern Section, held its fall meeting October 28 at Chico High School. Luncheon was served in the high school to Council members of CTANS, committee members, and Classroom Teachers Department members.

A very enthusiastic meeting was held in the morning. A number of old members were present, some new members were welcomed, and also a nice group of visitors.

The list of members of the nationwide NEA Advisory Committee, chosen from affiliated State and local associations, was read.

A letter from NEA Department of Classroom Teachers asking us to contact our representative in Congress and to urge him to sign Discharge Bill No. 12 was read. This will bring the bill for Federal Aid, H.R. 2849, to the floor of the house for debate and vote.

## Tenure Problems

The report of CTA Central Section Classroom Teachers Department, published in October 1944 *Sierra Educational News*, was read, in which it was pointed out that dissatisfaction exists in the rural areas of our State over the problem of tenure. The statement, "If security is good enough for part of the profession it is good enough for all" was considered. This department intends to go into the study of tenure for rural schools and to try to submit plans by which rural teachers may be protected. Suggestions from readers of *Sierra Educational News* will be welcome.

It was moved to ask the Reader's Digest to print the answer to the question "Can We Teach the G.I. Way?" that appeared in the July issue

of the magazine. The teachers were of the opinion that if the elementary teachers had the facilities to teach the children comparable with those used to teach the G.I.'s, the results might be more satisfactory in the elementary schools.

The teachers were urged to join the NEA and the CTA and thus help to carry out the 5-year program of unification, expansion and development adopted at the Pittsburgh meeting, July 1944.

The president gave a brief report of the business of the NEA Department of Classroom Teachers. This meeting was conducted on a delegate basis for the first time at the 1944 convention in Pittsburgh. California had the third

largest delegation. It was the consensus of opinion at this meeting that a strong profession cannot exist without strong classroom teachers organizations. The platform 1943-44 of the NEA Department of Classroom Teachers was read. Several planks of the platform were stressed as follows:

a. It is urged that the tenure and retirement rights of teachers who have been in military service be protected.

b. Maximum and minimum salaries of teachers throughout the country should be brought more nearly in line with the value of their services to society. The Department believes that teachers of equivalent training and experience should receive equal pay regardless of sex or grade taught.

The president gave a brief account of the plans for rural education in the United States as given by Helen Heffernan at the State Superintendents Advisory Council Meeting. Miss Heffernan attended the White House Conference on Rural Education in the United States.

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## A WORTHY CONTEST

### A "REPRESENTATIVE STUDENTS" CONTEST IMPROVES THE STURGES STUDENT BODY

*Gordon Park, Principal, and Henrietta Holland, Teacher Social Living, Sturges Junior High School, San Bernardino*

**T**O meet the problem of inappropriate dress and extreme make-up and to help the pupils make the most of their potentialities, our "Representative Students" Contest originated. Through it we have attempted to set up the desirable qualities for a Sturges Junior High School student and to develop and give recognition to the type of student which we would like to be characteristic of our school.

Our "Representative Students" Contest was not a faculty-imposed affair. It developed over a period of years—a mutual undertaking of faculty and students. A style show sponsored by one of the local stores and a posture parade which were annual events in our school, provided the groundwork on which our Principal, Gordon Park, and our Dean of Girls, Louise Van Metre, began to build our "Representative Students" Contest.

Through student participation, they arrived at 4 points which we agreed should be characteristic of the "representative" students of our school:

1. Appropriate dress.
2. Proper grooming.
3. Good posture.
4. Clear and pleasant speech.

To present these factors in an attractive manner to the student body in general and to analyze them so that all the students could see the value and desirability of these qualities, the principal asked the Homemaking Department to discuss and demonstrate in the classes required of all seventh grade girls, good grooming and appropriate dress.

The Physical Education Department supplemented the work of the Homemaking Department by discussing and setting up desirable standards of personal cleanliness and proper care of the skin, hair, and nails. They gave particular emphasis to correct

posture—giving special corrective work. They also analyzed the factors in poor posture so that the students would know what caused the difficulties. The pupil with "fatigue posture" was trained in relaxing exercises; other pupils corrected their postural defects by learning to carry books properly; still others improved their postures by developing enough assurance to enable them to carry themselves as they should.

The Social Living teachers in turn took over from the Homemaking and Physical Education Departments at this point and organized the preliminary steps of the "contest." Through the guidance of the Social Living teachers in their advisory groups, the pupils discussed the things they had learned in the Homemaking and Physical Education Departments and set up standards for judging the "representative students." This phase of the program was especially helpful for the boys, since they did not have homemaking classes. Interestingly enough, these discussions in mixed groups were more effective than all-boy discussions have ever been.

After these discussions, a demonstration was given in each home room

when each person in the class did the things that had been discussed, and the class analyzed and considered his strong points. Each pupil, for instance, gave an informal talk illustrating the audibility, distinctness, and pleasantness of his voice. Each person also illustrated his posture standing, sitting, and walking. Likewise, he presented himself for consideration of his hair, skin, and nails. He also illustrated appropriate dress and was judged by the class on the suitability of his clothes not only to the occasion but also to the wearer and his accessories. In this way the class selected one boy and one girl and an alternate to represent each advisory group in the semi-finals.

After special training by the Physical Education, Homemaking, and Speech Correction teachers, these students chosen by the advisory groups appeared before the officers of the Girls League, Boys League, and Student Body, who chose one boy and one girl from each half year grade level. Then these pupils were given further instruction in the routine of the final contest.

#### Demonstrations

Preceding the final contest, the Girls Physical Education Department gave an assembly presenting an analysis of the factors involved in judging. In this the good and bad qualities were demonstrated. Posture defects and their causes were acted out, and the

#### Ballot for Representative Student Contest

Highest possible score is 100

25%	25%	25%	25%
Voice	Posture	Grooming	Appropriateness of dress
Audibility Distinctness Pleasantness	Standing Sitting Walking	Hair Skin Nails	To occasion To wearer Of accessories
Names of the nominees			

correction shown. Good and bad speech were illustrated. Proper and improper grooming as well as appropriate dress were also shown.

At first the actors in this showing were only girls, but soon the boys became interested and asked to have a part. Now the actors are both boys and girls and are drawn from previous "representative student" winners who are still in school.

Following the demonstration of the qualities on which the "representative students" are to be judged, the final contestants appear before the student body, who vote by ballots which analyze the qualities as shown on the ballot, Page —.

**E**ACH class advisory group collects and tabulates its own ballots, and one boy and one girl from the 7th, one from the 8th, and one from the 9th grade are chosen. Finally, the "most representative boy" and the "most representative girl" from the entire student body are chosen.

Since our contest is held in the spring when prospective 7B students come to visit, we also give them an opportunity to observe the finals. We put on an extra assembly on the day they come to "get acquainted" with our school, and at this time they too consider and judge the representative students.

We have found that this has tended to give the new students the proper introduction to our school and to set the pattern for the type of student we wish to develop. Through the PTA we have also encouraged the parents to participate, and this has given added prestige to the contest. Publicity in our local paper also adds interest.

Although our "Representative Students" Contest is still faulty in many respects, nevertheless it has done a great deal to foster pleasing voice, attractive appearance, neatness, and good manners among our students. It forms a framework on which the fundamentals may be taught. We have found that the long drawn-out pro-

cedure of the contest focuses student attention on desirable characteristics. By reiterating our standards and ideals over a long period of time, the contest tends to fix these characteristics as habits. It also fosters discerning judgment in voting. Students have tended to choose on a basis of qualities rather than on a snap judgment.

All the students benefit from the evaluation periods, and there is a general admiration for the students who win the distinction of being chosen "representative students." It is a coveted honor in our school to be chosen a "representative student," and it is becoming an honor which is regarded with admiration and respect by members of the community, too.

\* \* \*

Cornell University: Founders and the Founding, by Carl L. Becker, is a noteworthy book issued by Cornell University Press, 124 Roberts Place, Ithaca, New York; price \$2.75. Professor Becker, a famous writer of history, has well-portrayed the eventful story of a great American university, now in its 77th year.

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## TEACHER SHORTAGE

*Carl A. Bowman, Los Angeles, Director of Placement, CTA Southern Section*

**A**CCORDING to Dr. Frank W. Hubbard, NEA Research Director, it appears that the teacher shortage this school year — 1944-45 — is about the same as last year. Nationally there is an estimated shortage of about 75,000 teachers. Approximately 20,000 classes have closed, which means that about 500,000 elementary and high school children are without teachers.

In Southern California the CTA Placement Bureau assisted a thousand teachers in securing positions before the opening date of school. College placement-offices and county schools offices also placed a large number of teachers. There are still many vacancies. Calls come daily for more teachers in the schools of this county and others. At no time since school opened this fall has there been fewer than 100 vacancies listed in our placement office. Some urgently-needed teachers are found from week to week to fill vital places, but other vacancies are reported. That means that many classes are too large and that some poorly-qualified substitutes are employed.

### Is This Education?

During the campaign for Proposition No. 9, a number of school superintendents of Los Angeles County were asked for certain information. The answers given concerning one of these school districts, having about 30 teachers, are typical: 1. Taxed to the limit. 2. Much help coming from County Office. 3. Salaries are low. 4. Operating on meager supplies. 5. The school has no library. 6. No manual training. 7. No domestic art and science. 8. No special music teacher. 9. No special art teacher. 10. No visual-audio equipment. 11. Classes are too large, averaging about 40 children per class.

With additional funds, which it seems that Proposition No. 9 will now furnish, this school may be able to have more supplies, a library, and

teachers in the various classes which have been closed. If the large classes were reduced to 30 pupils each, this school would require 10 more teachers and possibly 5 additional teachers to take care of the classes which have been closed. Instead of 30, this school needs 45 teachers.

Therefore we see that the number of vacancies we have listed does not represent the actual shortage of teachers. Essential teachers who are being continually called for, plus classes which have been closed, plus oversized classes, represent the shortage of teachers.

### A Real Danger

The U. S. Office of Education informs us that there have been about 60,000 emergency credentials issued to persons who cannot meet the regular requirements for teachers certificates.

There are somewhere near 200,000 positions with new teachers — one position in every 5 having been vacated.

Teacher turnover in the various States has reached as high as 42% — many having a turnover of 30% or higher.

States have issued 1000-6000 emergency credentials each. The great danger is that many of the 60,000 persons with emergency credentials who cannot meet the regular requirements may remain in teaching after the war, and unless they are brought up to acceptable standards they will serve as a drag upon the professional prestige of teaching.

They will make serious complications with respect to retirement systems, tenure laws, not to mention salary levels.

### Standards

Some areas have suffered since 1918 because of the poorly-trained persons who entered during World War I.

According to U. S. Office of Education, there has been a marked

advance in teacher standards during the period between the two World Wars up to 1942. In that period more than one-fourth of the States reached the long-sought goal of 4 years of college training for new elementary school teachers.

Since the training required was never very high in many of the States, it is not surprising that now during this shortage of teachers some States hold to no standards. In some instances it seems that they merely wish that the candidate may be 18 years old.

### Pushed Back 20 Years

During this war period, when living costs have gone up 25 per cent or more, many industrial workers have doubled their earnings, while teachers salaries have risen 10% or less.

New York City teachers were given an increase of \$120 per year. At the same time, New York City policemen and firemen were given a raise of \$400.

In September, 1943, 30% of the teachers received less than \$1200 a year; 5% received less than \$600 a year. At present the national average salary of teachers is \$1550 a year. According to NEA, "The economic status of teachers has been pushed back 20 years since Pearl Harbor."

### Industry or Education

More than 250,000 teachers have either gone into the armed services or have taken more profitable jobs. According to Dr. Donald DuShane of NEA, "At least 30% of our children are being cared for by inadequately-trained, temporary teachers." This means that 7 million children are not getting the kind of education they need.

Teacher recruitment and training committees are also confronted with another problem. Many teachers who left their classrooms to work in war plants want to remain in industry or business. A survey by the Evansville, Indiana, Postwar Planning Council revealed 94 teachers employed in war plants in that area. Only 16 want to

resume teaching. Others wish to stay in factories, offices or at home. The survey also disclosed postwar desires of 140 students now in war work. Only 10 of them want to go back to school, the others want to keep working. Conclusions of the survey were that educators will face an intensive campaign to get both teachers and students back to classrooms.

### Shortage Will Increase

Enrollment in teacher-training institutions has dropped about 60%. These schools which normally provide about 50,000 new teachers annually, were able last year to supply about one-fifth of that number. It seems that we have the lowest enrollment in teacher training now that we have had in 25 years. Coupled with that, the indications are that only 10% of those in training expect to enter teaching. There are several good reasons why the shortage of teachers will be a greater problem during the next few years: 1. Many teachers will not return to the classroom. 2. Few students are training to be teachers. 3. There must be a large number of retirements during the next few years. 4. The enrollment will continue to increase, having about  $2\frac{1}{2}$  times as many first graders in 1949 as at present.

### Forgotten People

No doubt many of you have read articles which have been appearing in the popular magazines concerning schools and teachers. You may recall the one in the July Saturday Evening Post entitled, Ouch! That White Collar Pinches, written by the wife of a college professor. They had a family of three small children and were living on a salary of \$2,000 a year. Or you may have read in the June Readers Digest two stories: The first, 20 Million Forgotten Americans, discussing the white-collar workers, including teachers. The other article was Revolt In The Classroom, discussing the low pay and stupid restrictions which are driving thousands of teachers from our public schools. You may have read the more recent article appearing in the new magazine called Pageant for

December entitled Teachers, Our Forgotten People with this Sub-Head, "Under-paid, over-worked, there are no more kicked-around people in America than those who educate our children."

### Will Youth Respond?

It may be a good thing to have such articles published. Possibly that is the only way to get this information before the public and to secure improvements, but we must also recognize that so long as such articles can be published in our popular magazines they will tend to discourage our best young men and women from becoming teachers. It will be very difficult to make superior young people believe that they should join this so-called group of forgotten people. Our Committee on Recruitment and Training of teachers has a most important job to perform.

\* \* \*

### Younger Students

**R**ECENT studies have demonstrated that by all tests students 15 and 16 years old are mature enough to undertake the intellectual work of college, Ralph W. Tyler, examiner of the University of Chicago, declared

recently at a luncheon of the Citizens Board of the University.

In an address entitled New Light on Basic Issues in American Education, Professor Tyler said that from studies made in the College of the University of Chicago, which admits students after the sophomore year of high school, "it is clear that students who have taken the college courses at the age of 15, 16, or 17, have done just as well as students who have taken the courses at 18, 19, and 20."

"There is no evidence to justify the conclusion that students of 15 and 16 are too young to undergo the intellectual work of college," Prof. Tyler asserted. "Rather, the evidence suggests that they are mature enough and that they need the opportunity for mental stimulation.

"If we are to improve the education of adolescents during the next 15 years as we have improved the education of younger children, it will require a reshaping of our high school so that the work of the high school can be completed in the period between the ages of 12 and 16.

"Also, we must provide a college program which stimulates and guides intellectual development, placing responsibility upon the student and giving him opportunity for independent work so that he can complete his college education at the age of 18 to 20 and be enabled at that time to go into an occupation or to enter the university for training required for the professions."

## PREPARE YOUR STUDENTS *Now* FOR THOSE POST WAR JOBS

After this war is over, jobs are likely to be less numerous than now. In the postwar era—if we are to judge by the past—only the fittest will survive. There will be no place for the half-baked, poorly-trained worker.

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## Fresno County Unit

**T**HROUGH the courtesy of Ethel Spearman, teacher in Sanger High School and member of CTA State Council of Education, we have received the following list of officers of Fresno County Division Unit of CTA for 1945:

Bieler, J. V., Central Section Council member, principal Parlier high; Catlin, Rudy, secretary-treasurer, principal Washington elementary, Kingsburg; Coeman, Mrs. Louise, State Council member, principal Temperance elementary; Cooke, Roy A., Central Section Council, principal, Kerman elementary; Evans, Dr. W. V., Central Section Council member, Reedley junior college; Lindstrom, Elmer J., Central Central Section Council member, superintendent Coalinga elementary; Olson, Alma, president, principal Roosevelt elementary, Selma; Pisor, C. E., Central Section Council member, district superintendent and principal elementary schools, Fowler; Reavis, Genn, vice-president, district superintendent elementary schools, Clovis; Smith, George, classroom representative, teacher Fowler high; Spearman, Ethel, State Council member, teacher Sanger high; Viau, Mrs. Olive, classroom representative, principal Granville elementary; Woodford, Mary, NEA representative, teacher Sanger high.

Fresno County school staffs enrolled 100% in CTA for 1945 — High: Coalinga, Fowler, Laton, Riverdale, Sanger, Parlier.

Elementary: Alameda, Alvina, Bethel, Bullard, Calwa, Canal, Chawanakee, Clovis, Coalinga, DeWolf, Fairview, Empire, Granville, Highland,

Houghton, Iowa, Jefferson, Kutner Colony, Locan, Madison, Manning, Nees Colony, Oil King, Oeander, Roosevelt, Rosedale, Sanger Taft, Sanger Harding, Sanger Wilson, Temperance, Tranquillity, West Park, Washington Colony, Herndon, Kingsburg joint elementary.

\* \* \*

## NEA Honor Roll

November 2, 1944

The following California schools and school-systems have reported 100% enrollments in NEA for 1944-45 since report made on October 10, 1944:

Bakersfield, Rio Bravo Union Elementary, 1943; Belmont, 1941; Carmel-by-the-Sea, Sunset, 1932; Colton, Roosevelt, 1943; Colusa Union High, 1935; Elsinore Union Senior High, 1943; Hemet, Little Lake, 1941; Los Angeles, Enchanted Street, 1942; Palo Alto, Ravenswood, 1941; San Francisco, Madison, 1921; Santa Cruz, Branciforte, 1938; Santa Cruz, Laurel, 1937; St. Helena Union High, 1936; Tracy High, 1941; Vallejo Mariano Guadalupe Vallejo Junior High, 1940.

December 1, 1944

Additions since report of November 2:

Cities — Davis, Dinuba, Hemet, Monterey elementary schools, San Bruno.

Schools — Alameda: Franklin, Haight, Lincoln, Longfellow, Mastick, John Muir, Washington, Webster; Anaheim: Lincoln; Bakersfield: McKinley; Berkeley: Columbus, Le Conte, Oxford, Washington, Whittier-University; Bonsall union; Buena Park: Lindbergh; Campbell: Cambrian; Carmel high; Capay union; Chico State College; Corcoran: Union senior high; Daly City: Jefferson union high; Dinuba: Jefferson, Lincoln, Roosevelt, Washington; Fillmore: Barddale, Fillmore joint union high; Hemet: Hemet union junior high; Hermosa Beach: Prospect Avenue Building, South Building; Lemoncove; Los Angeles: Melrose Avenue; Los Neitos; Menlo Park: Monrovia: Canyon, Clifton, Mayflower, Monroe, Santa Fe, Wild Rose; Moorpark union; Ojai: San Antonio; Orange: Maple Avenue, West Orange; Pescadero union high; Poway: Pomerado union; Red Bluff union high; Redding: Cypress Street, Little Pine, Pine Street; San Bruno: Edgemont, North Brae; San Marcos; Santa Ana: Juvenile Home; Santa Cruz: Bay View, Gault, Mission Hill elementary and junior high; Santee: South Pasadena: El Centro Street; Stockton: Monroe; Sunnyvale; Vallejo: Everest, Whitney; Ventura: Mound.

\* \* \*

Narcotic Review, published quarterly by Inter-State Narcotic Association, State Bank Building, 75 State Street, Albany, New York; editor, A. H. Mather; is now in its 9th volume; subscription price, 50c per year. The November 1944 issue, 24 pages, illustrated, carries much material of practical help to all teachers who are teaching in accordance with California school law in this field.

## Country School in Spring

Elizabeth Raven, Roosevelt Elementary School, Stockton

**B**LUE — bells — cockle — shells —  
Eevie — ivy — o-o-ver —

The schoolhouse still sits by the road  
In fields knee-deep with clover.

The slap-slap of the turning rope,  
The rhyme in rhythmic droning,  
The crack of bat on hard-wound ball,  
The see-saw's measured groaning,

The pad of feet on hot cement  
Which sycamores sift sunlight on —  
All sound a key in sentiment  
No poet yet has over-drawn.

Touch with your hand the ageing brick,  
And hear that stray cow mooing.  
Watch for yourself the grace of boys  
Absorbed with all they're doing.

This is a day to fish and dream —  
To carve names on the bleacher.  
This is a truant's afternoon,  
And, darn it, I'm the teacher!

## Robert Browning Poetry Award

### Rules for 1945

Adult Division: First prize, \$60; second prize, \$40. Open to any resident of California who has not previously been awarded first place in the adult division.

High School Division (grades 10-12): First prize, \$30; second prize, \$20. Open to any California high school student who has not previously been awarded first place in the high school division.

Junior High School Division (grades 7-9): First prize, \$15; second prize, \$10. Open to any California junior high school student who has not previously been awarded first place in the junior high school division.

Contestants are limited to one unpublished poem, any subject, length or form, with author's name and address on a separate page. No names should appear on the page with the poem. Poem should be written or typed on paper 8½x11 inches. The division in which the contestant wishes to enter should be clearly marked on the page with the poem. Students should add grade and school. If return is desired, add stamped addressed envelope.

Contributions should reach Dr. Lawrence E. Nelson, University of Redlands, Redlands, California, by March 1, 1945.

1944 Awards — John Phillips, San Gabriel; Lenore F. Jacobson, San Francisco; Barbara Gray, San Dimas; Jean McComb, San Mateo; Dolores Banduraga, Los Angeles; Kathleen Earle, San Bernardino.

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# In Memoriam

California School People Recently Deceased

## John Lomax Love

John Lomax Love, former principal of Montebello Senior High School, Los Angeles County, and member of Montebello School District secondary staff for the past 24 years, died November 20 in a Los Angeles hospital after a lengthy illness. Mr. Love had been in poor health for the past year and had been granted a leave-of-absence from his school duties.

He entered the Montebello school system in 1920 as teacher of mathematics and science. Later he was promoted to the vice-principalship of the Senior High School and in 1937 to the office of principal. He graduated from Pomona College in 1917 and later completed graduate studies at University of Southern California for his master's degree. He taught at Duncan, Arizona, before entering the Montebello schools.

Active in community and civic affairs until the last few months of his life, he was a member of Montebello Lions Club, Masonic Lodge and Association of Past Patrons of the Order of Eastern Star. His loyalty to his profession was attested by his continuous membership in Montebello Teachers Association, California Teachers Association, National Education Association, and Association of California Secondary School Principals.—Nora Collins, Montebello.

\* \* \*

## George B. Albee

George B. Albee, pioneer Humboldt County educator, who had been in failing health for some time, died recently in Eureka.

Born 81 years ago in Arcata, then known as Uniontown, he lived most of his life in this area, always being connected with the local schools. He was a teacher of mathematics and science and later was principal of Eureka High school from 1898 to 1910. He then left here to serve as head of another high school in Central California for four years.

In 1914 he returned as city superintendent of Eureka schools, holding that position until 1939, when he retired. After that he was connected with the adult education program.

Albee Stadium, east of the high school and junior college, stands as a memorial to George B. Albee, who conceived the idea of draining what was formerly a brushy gulch and filling in an area to be used for school and civic sports.

Albee was a past master of the Humboldt

Lodge, F. and A. M.; past exalted ruler of the BPOE; past president of Kiwanis Club; and held offices in Native Sons of the Golden West.

\* \* \*

## Chas. C. Hughes

With the death of Charles Colfax Hughes, California lost one of its leading educators and best known superintendents, and thousands of men and women of all ages in the Sacramento area lost a friend. (See also Page 26, December 1944 issue of this magazine.

Previous to his arrival in Sacramento, Mr.



Hughes was superintendent in Mill Valley, Alameda and Eureka. During his 29 years as city superintendent in Sacramento, all of the beautiful school buildings were built for which Sacramento

is known in educational circles. The junior college plant with a campus of 40 acres, two senior high schools each with a 30-acre area of buildings and grounds, five junior high schools and a score of modern elementary buildings are monuments to his leadership. Since his retirement as superintendent

in 1942, he has acted as director of use of buildings and grounds.

Mr. Hughes was beloved by all his associates. Teachers of Sacramento will long remember his annual messages at their opening meetings. His text was "civic righteousness" and he advocated the old-fashioned virtues and the golden rule as guiding principles for human relationships. In his own dealings with others he followed the precepts which he advocated. He was active in civic affairs, and very proud of a life membership in the Chamber of Commerce and the Stanford Club; in addition he was a prominent Rotarian and a Mason.

"Charlie" Hughes was always professionally-minded. He served a term as President of CTA Northern Section, and for many years previous to his retirement was a member of the State Council of Education. —Malcolm P. Murphy.

\* \* \*

## Louise K. Fleming

Friends, including former students, are mourning the death of Miss Louise K. Fleming. Her work in the teaching of English in San Jose High School and in Theodore Roosevelt Junior High School has been an inspiration to her pupils, who remember her for her wide knowledge, her

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deep insight into the best in literature, and her beautiful presentation of the riches from her well-stored mind.

A graduate of Stanford University and member of the American Association of University Women, she often entertained her friends with her interesting book-reviews.

She spent much time directing the landscaping of the Roosevelt gardens, and was a past president of the Flower Lovers Club. For years she was responsible for charming floral decorations in the rooms at the school, as well as at public gatherings.

She was the daughter of pioneers, enjoyed the out-of-doors, and shared her trips to national parks and places of unusual beauty with her many friends. She was also a member of San Jose Chapter No. 31, Order of the Eastern Star. — Alice Williston, San Jose.

\* \* \*

### Reginald Heber Webster

Reginald Heber Webster was born in Malden, Massachusetts, on June 23, 1857, and died on July 9, 1944.

He attended high school in Stockton, California, where his father was a pioneer merchant. He was graduated from the University of California on June 6, 1877, with honor and the degree of A.B. He received his M.A. in 1882.

Mr. Webster was elected a teacher in the public schools of San Francisco on December 27, 1877; became principal of an elementary school two years later, and then was transferred to high school teaching in 1881.

As a climax to his educational career, he served two terms as Superintendent of Schools of San Francisco—1897-1903—and many years thereafter as Deputy Superintendent until, at his request, he was retired on December 1, 1925.

This rapid review gives not even a passing glimpse of Mr. Webster's charm of manner, his urbanity, his scholarly accomplishments, and his constant and unselfish response to the call of public service—all of which qualities he possessed to a degree seldom surpassed among men. —A. J. Cloud, President, San Francisco Junior College.

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### George Arthur Merrill

Beloved San Francisco educator, a native of Maine, Mr. Merrill came to San Francisco as a child of 7. He attended Boys High School and in 1888 graduated from College of Mechanical Engineering of University of California.

Immediately after graduation he began teaching science at Cogswell Polytechnic College. In 1892 he became its principal and two years later he was asked to plan the buildings and curriculum of California School of Mechanical Arts endowed by James Lick.

Mr. Merrill worked swiftly, easily and within a few months he founded the first Western institution (and the fourth in the United States) to specialize in vocational as well as general cultural education.

Educational pioneering was Mr. Merrill's business. He wrote his own textbooks. He devised unique methods whereby youth was taught to meet and conquer its own problems.

In 1900 he established Wilmerding School of Industrial Arts and 13 years later, Lux School of Industrial Training. The thousands who enrolled at the three institutions during the Merrill regime all believed that attendance was a privilege. Cultivation of constructive imagination was one of the cornerstones of the schools and few of the schools' graduates disappointed either Mr. Merrill or themselves.

But the classroom did not circumscribe Mr. Merrill's life. He found time to preside for 10 years as Mayor of Redwood City where he lived until his death at the age of 78.

\* \* \*

### William A. Wieland

William A. Wieland, 52, principal of Galileo High School, San Francisco, died November 27 after an illness that for several months had kept him away from his official duties.

Mr. Wieland served as an Army captain in the first World War, was born in Alameda, and graduated from University of California. More than 20 years ago he became a physical education teacher at Mission High School. When the George Washington High School opened in 1936 he became its vice-principal. In 1941 he became principal of Galileo High School.

He was active in boys work, was a leader in Boy Scout and Sea Scout work, and organized forestry groups among boys.

\* \* \*

### Health Education

**H**EALTH Education Journal, now in its 8th volume, is publishing alternate months for the entire school personnel of Los Angeles City Schools, by the office of Superintendent Vierling Kersey. Dr. John L. C. Goffin is editor of this useful periodical. Los Angeles City Schools can be

proud of the leadership manifested by this excellent journal, devoted to the all-important theme of health education.

\* \* \*

### Universal Education

*Eighteen-Year Education for All*

**I**N view of the difficult social and economic problems that will confront the voters of the United States for many decades after the war, it is of the utmost importance that education at least until 18 years of age be provided for all of our future citizens.

Nothing would safeguard our future as much as the completion of high school training by the great masses of our people. At present only 25% of our adult population have graduated from high school.

If we are to have full employment after the war there must be a pronounced increase in the production and consumption of goods and in the expansion of service occupations. These ends can be obtained only if all of our people have a cultural education which will maintain their wants at a high level, and a thorough practical training which will increase and maintain their desire and ability to produce goods and to enter service occupations.

One of the most essential advances to be sought in American education is the requirement of schooling for all youth up to 18 years of age. As a first step in accomplishing this end, the National Commission for the Defense of Democracy Through Education advocates compulsory school attendance of all children until 16 years of age, without exception, as the minimum standard for the 48 States.

As a second step, the Commission recommends that school attendance also be required of all between 16 and 18 years of age who are unemployed, with a provision that those between these ages who are employed be required to obtain work permits and to attend part-time schools adapted to their needs.

The final step should be compulsory education for all young people until 18 years of age. This education should as far as possible be adapted to the abilities, interests and needs of each individual. — Issued by the National Commission for the Defense of Democracy Through Education, 1201 Sixteenth St., NW, Washington 6, DC.

## CTA Honor Schools

School Staffs Enrolled 100% in California Teachers Association for 1945

### Southern Section

Imperial County — El Centro — Harding, Washington and Wilson; Westmorland.

Inyo County — Big Pine Unified.

Los Angeles County — Azusa City, Carmentina, Charter Oak, Claremont Unified, Covina union high and elementary, Downey union high, El Segundo high, Garvey; Hawthorne — Fifth Street and York; Lancaster, Los Nietos; Manhattan Beach — Center Street; Monrovia — Canyon, Huntington, Mayflower, Monroe, Santa Fe and Wild Rose; Old River, Perry; Pomona — Administration, Emerson junior high, Lincoln and Roosevelt; Rogers, San Dimas, Saugus; South Pasadena — Administration, Lincoln, Marengo, Oneonta; Whelan, Whittier union high.

Orange County — Anaheim — all schools; Buena Park, Diamond, Huntington Beach union high, Magnolia No. 1, Newport Harbor union high, Ocean View; Orange — Center Street and Maple; Orangethorpe, Paularino, San Clemente, Tustin elementary, Westminster.

Riverside County — Elsinore elementary; Hemet — all schools; Highgrove, Palm Springs high; Riverside — Bryant, Grant, Grant, Independiente, Irving, Lowell and Washington; San Jacinto union high and elementary, Thermal.

San Bernardino County — Barstow union high and elementary, Chino Unified; Colton — Grant, Roosevelt and Washington; Mission; San Bernardino — Administration, Alessandro junior high, Arrowhead, Burbank, Clinic, Metcalf, Mt. Vernon, Ramona, Riley, Roosevelt and Wilson.

San Diego County — Chula Vista elementary, Grossmont union high, Lakeside, La Mesa — Spring Valley, National City elementary, Ocean-Carlsbad union high, Pomerado, Ramona union high, Richland, San Marcos, South Bay Union, Southwest junior high.

Santa Barbara County — Goleta, Hope, Montecito.

Ventura County — Bardsdale, Conejo, County Office, Mill, Montalvo, Oxnard — Roosevelt; Saticoy.

\* \* \*

### Northern Section

Butte County — Gridley elementary.

Shasta County — Ellis, Cottonwood union.

Sutter County — Barry union, Central-Gaither union, Franklin, North Butte, Nuestro, Slough Winship. East Nicolaus high, County Superintendent of Schools Office.

Sutter County — Brittan elementary. Browns elementary, Marcus-Illinois union,

Meridan, Robbins-Sutter union, Tierra Buena.

Shasta County — Fall River joint high, Redding elementary, North Cow Creek, Grant, Whiskeytown, Smithson, Latona, French Gulch, Mt. Lassen, Project City.

Butte County — Biggs, Durham, Wyandotte, Floral, Clipper Mills, Messilla Valley, Bangor Union, Rio Bonito, Shasta Union.

Shasta County — Twin Valley, Wilcox.

Merced County — All teachers in Le Grand Union High School are enrolled 100% in CTA for 1945; Irvin A. Shimmin is principal.

\* \* \*

Music in the Service of Schools at War, a 12-page illustrated bulletin, issued by Music Educators Conference (a department of NEA), is published by U. S. Treasury Department, Education Section, War Finance Division, Washington 25, D.C., from which it may be obtained. It is of particular help to all California teachers, schools, and communities.



## A useful, helpful discovery to aid mental alertness

A mentally active person like yourself must get terribly annoyed if this ever happens to you — when you quietly sit down at home to mark papers, read or study you become so drowsy you can hardly keep your attention focused . . . It may be odd to recommend chewing Gum to you as a teacher but healthful, refreshing Doublemint Gum chewed at just such times ought to help waken you up and keep you more alive and keen for what you want to do.

It is found that it is not when a person is stimulated and under pressure that the mind goes wool gathering but rather when there's a lull or letdown. It is then when chewing Gum has been proved to be such a great benefit as a quick mental pick-up and aid to concentration.

Clerical workers with highly repetitive jobs and subject to somewhat uninteresting routine tasks long ago found this out. They have claimed for years that chewing refreshing Doublemint gives a sense of feeling brighter and more on the job so that they make fewer errors. Our fighters report a similar discovery. That's why they regard chewing Gum today an on-duty necessity as an aid to mental alertness. Anyway, here's something that may be well worth your trying out SOME DAY.

• Just now our entire limited production of wholesome Doublemint goes to our fighters. That is because we can't get enough quality material to make enough of this quality Gum to go around. But when we can, we will again serve everyone.



## PROTECT OUR PROFESSION

Lillian Gray, Member of NEA Committee on Professional Ethics; Associate Professor of Education, San Jose State College

**T**EACHING is a procession, not a profession," Charl Ormond Williams said recently at the Rural Education Conference in Washington, D. C.

What brought on that statement was the gloomy fact that about half of the nation's 842,000 teachers are new at the job since war started. Think of the work which lies ahead if we are to build up a strong professional feeling and keep teachers from sieving away into other better-paying jobs! It becomes the responsibility of each one of us to stem the tide and do all that we can to relieve the acute Teacher-Power Shortage.

A good first step is for a group, such as the faculty of an elementary or high school, the membership of a county teachers organization, or the staff of a teachers college—not to mention the planners of Institute sessions—to send to National Education Association headquarters at Washington, D. C., for the Teacher's Code of Ethics, either in booklet or abridged one-page form. These can be had free.

Next step: In a series of meetings, discuss each of the items of the Code, drawing from the teachers own experiences to share ways of living up to the Code. One county group, making use of this plan, had a lively series of conferences that did much to clarify the teacher's relations to the children and parents, to the community, and to other members of the profession.

Which item of the Code, for instance, do you think brought forth the following contribution? "I know a teacher who, after getting a transfer-pupil from another system, always makes it a point to see the parents

within a week or two and let them know of at least one nice thing their child has brought with him from his previous school." There, of course, you have a genuine professional, acting in a highly ethical manner, and serving practically as a whole public relations staff in herself!

In the same helpful vein, a group of elementary teachers considered the first item in the Code and decided that the way to attract the public to our profession and win them to our side, so to speak, is for each teacher to exemplify gracious friendliness and *charm* in her daily contacts with children, parents, and other members of the community, not forgetting *kindness to fellow teachers*. Most of us would be better persons and hence better teachers if we made it a habit to give other teachers a boost now and then, saying appreciative things to them and about them in their presence and in their absence.

### Pitiful Pittance

Another group of educators discussed the item in the Code which reads: "Fair salary schedules should be sought, and when established, carefully upheld by all professionals." The teachers realized that in the light of this it is unethical to accept a pitiful pittance for such important work as teaching. They reminded their taxpayers that Washington, D. C. charwomen received more than they were getting. The effort was made to help taxpayers to understand that they were, in the final analysis, responsible for the alarming exodus of teachers into other jobs.

Soon the people in the county began to appreciate the fact that unless teaching was treated as an essential occupation with fair recompense—at least a wage not panting to keep up with the rising cost of living—local teachers would inevitably continue to go into other lines of work—that worse still, fewer and fewer young

people would be recruited to the ranks of teaching.

It is only natural that people working together will be encouraged and united by a feeling of fellowship. The study of National Education Association Teacher's Code of Ethics or of your State or local code of ethics, can develop a new pride in our profession and do much to abolish a certain apologetic attitude that seems to say: "I'm just a primary teacher," or "I'm only a sixth grade teacher."

Since the Teacher's Code manifests greater social responsibility than any other, not excepting the codes of the medical, legal, and nurses professions—it behooves each teacher, principal, supervisor, and administrator to acquaint himself with the contents.

\* \* \*

State Executive Board of California Association for Childhood Education met on November 25, in Oakland at the home of Mrs. Sadye R. Lewis, State President. Present were Abbey Perry, Long Beach; Mrs. Edna N. Charles and Ella Helder, Los Angeles; Mrs. Evelyn Abbey, Beverly Hills; Mrs. Gladys Chandler, Culver City; Mrs. Phyllis Henfling and Mrs. Neva Hollister, Fresno; Sarah Jane Carden, Sacramento; Alta Harris, San Francisco; Dorothy Mulholland, Oakland; Mrs. Muriel Johansen, Alameda; Mrs. Esther Lipp, Berkeley; Elizabeth Floding, Oakland.

\* \* \*

### Living Together

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## Friend and Teacher

*Dorothy Doolittle, San Bernardino*

**CARRIE CODDINGTON**, friend and teacher of thousands of San Bernardino's sons and daughters, retired from the teaching profession in September, after 39 years of service in one community; her physician's advice left no alternative. Now, in her home at 1564 Garden Drive, she is greeting many friends. With them she often talks happily of the work and the associations she knew for so long.

Throughout the complex changes of all the years of her teaching, Miss Coddington succeeded remarkably in maintaining a sympathetic understanding of the reactions of boys and girls. Her pleasure over kindling even a spark of imagination in a dull mind matched her enjoyment in sharing appreciation of ideas with brilliant students. No matter how busy the day, any student's special need was given precedence over routine tasks that could be completed during later hours. Every class was greeted with a smile, and students knew that smile to be genuine.

Fortunate was the new teacher who joined the high school's English department while Miss Coddington served as its head. The confidence other teachers felt in their leader was recognized at once, and affection followed. Teachers



*Carrie Coddington*

brought their teaching problems to Miss Coddington without hesitation; they knew that she welcomed the opportunity to be of help, and that she never confused need for assistance with incompetence. The department, which grew from 2 teachers to 13 under her leadership, was always a progressive group. Classes for the year were arranged with needs of the times clearly recognized, and there was no dropping into the rut of following a previous year's plan just because it was there for the taking.

Miss Coddington's friendly guidance was extended beyond her own department. Her opin-

ion on changes of policy or on any other interests of the faculty was respected and sought, and thus her influence grew. Her associates' affection for her was appropriately expressed at a picnic in honor of new high school teachers last fall when the program chairman, after likening various administrators to members of a family unit, concluded, "We had a mother, but she is away just now. We hope that you, too, may have an opportunity to know and to love Miss Coddington."

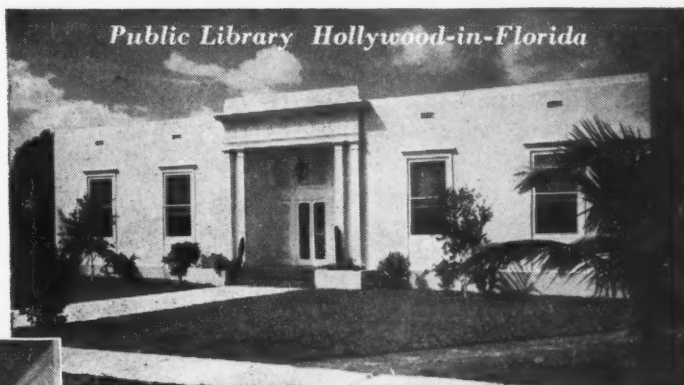
The City Teachers Club of San Bernardino, in appreciation of outstanding service and far-reaching influence, has established a permanent scholarship of \$50 annually, to be known as The Carrie Coddington English Scholarship. The award will be made to the graduate, boy or girl, who maintains the finest scholastic record in English during the sophomore, junior and senior years of study. Proud may be the winner of this award.

When the San Bernardino high school celebrated its golden anniversary in 1938, Miss Coddington was honored by many special expressions of gratitude from former pupils. Numbering more than three thousand, her students are scattered the world over. Among them may be found well-known authors, artists and architects; government representatives in high positions; professors, foreign correspondents, judges; railroad executives, druggists, clerks, doctors, teachers, mechanics. All these, and others, owe much of their enjoyment in reading to the stimulating guidance of Miss Carrie Coddington. They will not forget her.

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## BUSINESS AND EDUCATION

BUSINESS LOOKS AT EDUCATION AND LIKES WHAT IT SEES

Otis A. Crosby, President, School Public Relations Association

**F**OR decades educators have fought any declaration that sought to show a relationship between economic progress and the educational level of a community. This attitude has obtained largely because school people are proud of their role in developing citizenship in the lives of boys and girls. Teachers seem to entertain an assumption that there can be no financial progress for a people if they are not first good citizens.

Without questioning the merits of such a thesis, we cannot afford to overlook the fact that financial backing for good schools comes most easily and most surely when the taxpayers are made conscious of an increasing return to them for their investment in better schools—qualified teachers, modern buildings, and plenty of good teaching-tools and learning-tools. These are factors that mean much in planning the very best educational opportunities for the child.

Significantly for educators the United States Chamber of Commerce has become conscious of the possible relationship between economic status and the educational level of a community. Recently they set their research staff at work on the problem. The Chamber has just released the findings of the study. Some of the highlights follow:

1. "The cost of education is an investment that local citizens and business can well afford in increased measure, when related step by step to the improvement of local economic conditions.

\* This release made possible through the cooperation of the National Association of State Teacher Association Secretaries and the National School Service Institute.

### FUN LEARNING SPANISH

New attractively illustr. paper-bound 80-page book by Julie E. Weyse and Henriette M. Babin, M.A., is an elementary text-work-book, designed to create a desire to learn Spanish by simplifying its presentation. Beginners 10 to 12 yrs. up, or time-pressed adults. Price: \$1. THE JULIE NAUD CO., P. O. Box 120, Sta. W, New York 24, N. Y.

2. "In order to maintain a representative Republic under the system of private endeavor, initiative and direction, business must discover basically-sound measures for the expansion of our dynamic economy. Education is an essential investment in that expansion.

3. "Since education has been and should continue to be a local function—at least at the State level—every community should ascertain its own educational status and economic condition and set to work immediately to utilize education as a lever for its own advancement."

The report of the Chamber emphasizes that "all nations want to be more prosperous. All want a higher income. . . . Underlying all factors pointing to the realization of this is 'the level of understanding and technical knowledge of all people.'"

The report concludes with the statement:

"There is one thing that you will always find in any country with a higher income—the people have a higher level of education and great technical skill. . . . If a country will increase the amount of education and technical training, the income will increase. In the light of all this we are justified in saying that the incomes will increase far more than the cost of education. (Italics ours.) In this sense we are justified in saying that more education will cause an increase in the income of a country."

This is the story being digested by every local Chamber of Commerce in the nation. It's a public relations "scoop" for education. Business has discovered the monetary value of good schools in a community. It remains but for educators to see that this story reaches the ears of every true American.

\* \* \*

Summary of a study of Teacher Supply, Qualifications, and Salary Adjustments, 1944-45, is a helpful, 6-page mimeographed bulletin issued by New York State Teachers Association, 152 Washington Avenue, Albany 6. California and New York State have many school finance problems in common.

Dr. Irving R. Melbo, associate professor of education at University of Southern California, recently returned to the campus following 22 months of service as lieutenant in specialized service with Bureau of Naval Personnel, Washington, D. C.

As field supervisor of training activities Dr. Melbo saw service in England in preparation for the French invasion, in Newfoundland and also in European-African activities. He experienced numerous bombing raids in the London area.

Dr. Melbo has been affiliated with S.C. since 1939 in the administration supervision and curriculum division, School of Education, and formerly served as member of research and administration for California State Department of Education and also directed curriculum research for Oakland public schools.

He is author of Our Country's National Parks, The American Scene and a recent book, Young Neighbors in South America.

\* \* \*

Mr. S. P. Robbins, for many years a well-known principal in the Chico City School System, who retired at the close of the last school year, has been signally honored by the Supervisors of Butte County.

Henry Allen, Justice of the Peace of Chico Township, died early in December. At the following meeting of the Board of Supervisors a number of names were suggested for the appointment to the position. When the vote was taken on the names under consideration, Mr. Robbins received the unanimous vote of the supervisors on the first ballot. His appointment will be for two years when the office will again be filled by election.

Mr. Robbins should make an especially fine Justice. He is a man of unusually sound judgment. His studies during the past several years will fit him admirably for this judicial position.

\* \* \*

### High School Journalism

**H**ANDBOOK For High School Journalism, 133 pages, by Savidge and Horn, both of Omaha, Nebraska high schools, is a widely used text first published by D. C. Heath and Company in 1940.

The authors and publishers have now brought out a praiseworthy revised and enlarged edition; price \$1.50. This handbook is concise and up-to-date and with many teaching aids. High school journalism teachers find this to be a very useful book.



## THE COUNSELOR

*J. V. Bieler, Principal, Parlier Union High School, Fresno County*

**M**UCH is being said regarding the matter of counseling and guiding students. However, far too little is being attempted, and much that is tried is done ineffectively.

Most teaching is done en masse, but much of guidance is impossible except when done individually, not only because the student's problems are often peculiar to the individual, but much more because students will not state their problems except in private, and then only to those whom they believe will not betray their confidence.

Many teachers have noticed students, especially girls, who were worried, bewildered, remorseful, and in an extremely critical mental condition. Still, there was no way open for the teacher to approach the student and receive from her a frank statement of what was back of the unwholesome condition.

Sometimes this condition is due to social disappointment due to trivial matters, and a word of encouragement would have cleared everything.

In some other cases later events have shown the teacher that the student had broken her accepted moral standards. After groping about for a few days the student would go to those who were reputed to have committed the same offense. There the matter was treated lightly, and our remorseful student was made to see the matter as only partly bad, or even somewhat glamorous. Then the violations continued, and from repentance the attitude changed to brazen pride in moral turpitude.

### Faultless Years

Why didn't the student go to her counselor? Might it have been that the counselor was one whose 48 years of faultless conduct had shown her that there was no excuse for violations of the moral code, and had aroused in her no sympathy for those "weak-

lings" who let such things happen in their lives? Doubtless the student felt that she would not receive the sympathy which she was just then longing for, nor the help that would keep her in the line of conduct designated by her conscience. Then, too, there might have been the fear that the confession she would make would be divulged to others.

### Confidence Is Paramount

If these assumptions are true they imply that we are in need of a certain (sometimes different) type of counselor, and also, that the duties of such counselor be redefined and limited.

The physician is subject to the "Hippocratic Oath," and he does not disclose the secrets of his patients. Every physician knows that his diagnosis would be only partly effective if his patients could not feel free to tell everything without fear that it would be told to others.

If counselors were under the same obligation, and practiced it until students became convinced that their secrets would remain secrets, and providing further, that they knew that their seeking counsel would not lay them liable to punishment or ridicule, they would come to the counselor for help much more often, and lay the full facts before him.

Any student should be able to go to his counselor, tell the whole truth, and secure the sympathy and help that would relieve the strain upon his mind, and help him avoid the same pitfalls that brought about his insecure condition. This help could be in moral lines, but it should also be in many others. The counselor should remain a guide in occupational choices, subjects of study, schools to attend, social propriety, etc.

The one thing that must never happen is that the counselor be assigned disciplinary duties. If the

administration asks him to talk to a student, it should be done with the obvious purpose of helping the student, by his own efforts, to straighten out any missteps in his conduct, or direct him in a certain field of endeavor.

Furthermore, the developments of such conference should not be divulged, even to the administrator, except such parts as are in no way considered confidential by the student, and then only after the student has agreed that it might be well to report that part back to the administrator.

The counselor then, must be one who inspires confidence and retains it — who is able to talk matters over in a friendly and sympathetic way with a student and be helpful to him in working out his problems — who can keep a secret, and whose position is not used for discipline. He should be familiar with matters of vocational and social guidance, and be a willing worker.

**S**UCH a counselor would be most valuable to the individual student and to society. His work would help in preventing juvenile delinquency, or the more mature crimes of adults. He would relieve the distress of the penitent student and guide him into satisfactory ways of life.

\* \* \*

### One Only Rose

*W. J. Sanders, Los Angeles*

**O**NE only rose was all that grew  
Respondent to my loving care.  
One only rose, and yet I knew,  
Though only one, a host was there  
Awaiting but some subtle skill  
That would an artist's dream fulfill.

More beauteous blooms on many a  
stem  
Will bud and blossom at my touch  
If I but love and tend again  
And fear and fret not overmuch  
Now I have come to understand  
One only rose may still be grand.

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## COMING

**January 8** — California State Legislature; regular session opens.

**January 13** — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**January 14-31** — Fight Infantile Paralysis; national campaign.

**January 25-29** — Graduate School, University of Southern California; 25th anniversary celebration. Los Angeles.

**February 2, 3** — American Education Fellowship; regional conference. Hotel New Yorker, New York City.

**February 3** — California Association for Childhood Education, Southern Section. Luncheon at 12:30 at Glendale YMCA; Glendale ACE is hostess. Music by Mrs. Lillian Mohr Fox, supervisor of music education, Pasadena city schools; speaker, Mrs. Gladys Potter, director of elementary education, Long Beach city schools; topic, Some Impressions of Educational Practice in Latin-American Countries. Price \$1.50, reservations by January 30 to Miss Marion Horsfall, 445 South Central Avenue, Glendale 4; telephone, Citrus 13407.

**February 7** — Social Hygiene Day; national observance. Address American Social Hygiene Association, 1790 Broadway, New York City 19.

**February 12** — Abraham Lincoln's Birthday.

**February 16** — CTA Board of Directors; regular meeting. CTA State Headquarters, San Francisco.

**February 17** — CTA State Committee on Legislation. CTA State Headquarters, San Francisco.

**February 18-25** — Brotherhood Week; national observance.

**February 22** — George Washington's Birthday.

**February 27-March 1** — American Association of School Administrators; regional conference for Rocky Mountain and Pacific Coast States. Denver, Colorado.

**March 7-14** — California Conservation Week; 11th annual observance by all California schools and communities.

**March 10** — CTA Southern Section Council regular meeting. Biltmore Hotel, Los Angeles.

**March 20** — Los Angeles County School Trustees Association; regular meeting. Rosslyn Hotel, Los Angeles.

**March 26-28** — San Francisco teachers institute; elementary, junior and senior high schools. High School of Commerce.

**April 1** — Easter Sunday.

**April 13, 14** — CTA Annual Meeting; meetings of State Committees; meetings of present and new Board of Directors.

**April 17-21** — American Association for Health, Physical Education and Recreation; annual meeting. Hotel Jefferson, St. Louis.

**May 5** — Los Angeles County School Trustees Association; annual meeting. Rosslyn Hotel, Los Angeles.

**May 12** — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

**May 24, 25** — California Congress of Parents and Teachers; annual convention, First District. Los Angeles.

## Change of Address

**I**F your name and address, as printed on the wrapper for Sierra Educational News, is not correct, please notify at once California Teachers Association, 660 Market Street, San Francisco 4.

When you change your address, please let us know. In reporting change of address, list your old address as well as your new one.

Prompt cooperation in this matter saves extra postage, paper and metals. This is an urgent patriotic appeal.

## Government Manual

**D**IVISION of Public Inquiries, Office of War Information, Washington 25, D. C., has issued a comprehensive directory, of over 700 pages, entitled United States Government Manual, revised up through August 1, 1944.

This, the official handbook of the Federal Government, covers the creation and authority, functions and activities of all branches, — legislative, judicial, and executive. Professional men and women, teachers of the social studies, and instructors and professors in institutions of higher learning find the Manual a source of ready reference for questions on Government; price \$1, postpaid.

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## English at Work

**P**HIL S. Grant, of University of California, and Justine Van Gundy, and Caroline Shrodes, of Stockton Junior College, are co-authors of English at Work, Reading, Writing, Speaking, Listening, a plastic-bound loose-leaf workbook of 375 pages, issued by Macmillan Company, 60 Fifth Avenue, New York City 11.

Although this text is presented as a workbook for a closely coordinated course in reading, writing, speaking, and listening, the reading and analysis of content have been stressed as the material out of which the other processes shall grow, their emphasis and direction to be determined by the teacher and the specific needs of the class price \$1.80.